

Liberate through Truth

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to do, sir"

lambda

"and we're
going to do it
NOW!"

VOL. VIII, NO. VIII

LAURENTIAN UNIVERSITY, SUDBURY, ONTARIO.

OCTOBER XXII, MCMXIX.

TEACH-IN TURNS ON OVER 1200



foto regimbal

"Planning at Laurentian must begin today!" That was the plea issued at Monday's teach-in by Faculty Associations President, Garry Clarke. The teach-in which was called to discuss the problems of communication and decision-making at Laurentian was attended by over 1200 students as well as many members of the faculty and at least two citizens of the community of Sudbury at large.

Because of the over flow in the amphitheatre where the teach-in was first planned to take place; the Students moved to the Great Hall which still could not accommodate all those who turned out.

The teach-in was ably chaired by Bob Wilson and students directed questions through the chair to either Pierre Fortin, president of the S.G.A. or Garry Clarke, president of the faculty association.

Questions raised concerned the back-ground of the teach-in, the

structure of the university administration, grievances with present structure and planning for the future.

President Mullins was invited several times to come down to the teach-in, but the word came back that he was still meeting with the Committee on University Affairs. Mr. Harrison director of Physical Plant & Planning was asked to answer those questions pertaining to his field of responsibility.

Finally, after the frustrating failure of President Mullins to appear at the assembly, the mass meeting was adjourned with the suggestion that if Mullins wouldn't come to the assembly, perhaps the assembly should go to Mullins. About 300 'delegates' coursed up to the eleventh floor of the administration tower to reconvene and confront the president in his spacious lounge.

PRESIDENT MULLINS SPEAKS TO US . . . AT LAST !

"IF THE PRESIDENT WILL NOT COME TO US WE'LL GO TO HIM!" was the cry that led over 200 students to march up to the eleventh floor of the Library Building where the President's Office is situated. After about three hours at the giant TEACH-IN in the Great Hall the huge crowd of students, faculty and well-wishers learnt that Mr. Mullins was not prepared to come down to the TEACH-IN because he was reportedly still in consultation with the Committee on University Affairs.

In the heat of outrage and disappointment the students used every available means to make their assault on the eleventh floor. After their tiring climb up the stairs they were told by a guard at the door to the President's Lounge that they would not be able to go in. By this time the small area outside the door was packed to capacity with little standing space. "Shall we demand his resignation?" cried one student, to which the crowd chimed "YEAHHHHH!" Seeing that they could not get in they joined in singing - WESHALL OVERCOME, the popular Civil Rights hymn. The lack of response from inside brought on other shouts of, "AIR!" and "OPEN THE DOOR!" They also chanted for sometime - "OUT DEMON, OUT!" in an unsuccessful attempt to rid the tower of its "evil spirit." But the long wait did pay off and the crowd was finally allowed to go into the President's Lounge on the condition that they maintained order. By this time the students were joined by other members of faculty.

The "teach-in" then reconvened in the lounge until the members of the Committee on University Affairs emerged from the meeting and were greeted with widespread applause. Minutes after the applause changed into "BOO'S" as the President made his long-awaited appearance.

The students immediately started firing questions at Mr. Mullins. In answering one question Mr. Mullins accepted responsibility for not informing the students and faculty on time about the need for the preparation of the briefs. He explained that he had been busy with other things at the time. He however expressed his belief that the students should still have been able to give adequate consideration to the brief, since they had been able to prepare a brief on the University Act in a short period of time. Mr. Mullins also stated that he only expected the students to comment on those things which concerned them. This brought on another remark from a student that everything in the President's brief was of concern to the students.

Mr. Pierre Fortin, S.G.A. President, had earlier informed the students about what he thought was a lack of delegation of authority. Supporting his claim he mentioned that he had to go to Mr. Mullins for the television set to view the World Series.

Mr. Mullins' explanation to this was that the set had to be in his possession because it was impounded for evidence. Mr. Jack Dardick, then attempted to support further Mr. Fortin's charge of a lack of delegation of authority. He pointed out that the Psychological Counselling Office and the Admissions Office agreed to switch offices, and as a result consulted with Mr. R. Cloutier, the Vice-President, and Mr. Harrison, the Director of Physical Plant and Planning. Mr. Dardick claimed that in addition to this he still had to go to the President, who then turned down the suggestion.

Another student inquired why Lambda's representatives were asked to leave last Thursday's special Senate meeting. Mr. Mullins answered that these meetings are for Senate members only. When

asked why that was not in the Senate by-laws, Mr. Mullins replied that the possibility of others attending had never been considered.

Mr. Mullins was also attacked by one student for his alleged dependence on a multiplicity of Committees as a means of facilitating the operation of the University. The President's answer was, "That's democracy!" Another student retorted, "That's not democracy, that's bureaucracy!"

Scotty Merrifield, editor of Lambda stated that Mr. Mullins had told him that priorities for expansion were determined by the Government, because grants were "ear-marked" for certain specific projects. He further stated that he had been informed the previous morning by Dr. Wright, the chairman of the Committee on University Affairs, that they were only interested in making a "global allotment" and so it was up to Laurentian as part of university autonomy to set its own priorities. Mr. Mullins' reply to this was that, although "global allotment" was the term which Dr. Wright used, he did not think that was what he meant.

Mr. Mullins said that although the report they were asked to prepare was a FIVE-YEAR Report, it was really a ONE-YEAR report since it was revised annually. He made strong objection to the brief he presented, being referred to as "His Brief." He said that it was drawn up in consultation with administrative officers and the directors of Schools. One student pointed out that only two schools made submissions in the report.

It was also pointed out that while the President denied that it was "his brief", he continued to refer to it as "his brief". Mr. Mullins replied "It is my brief . . . and it isn't!"

The President also pointed to his proposal to the Board of Governors in his 1965-66 annual report,

to set up a committee composed of members from all segments of the university. The purpose of this "University Council" would be "to study all facets of university life and to make recommendations that would enable the University to function and to develop smoothly and efficiently." The President did not make clear what the status of this committee would be in relation to existing structures or what powers it would have beyond that of "making recommendations".

Mr. Mullins stated that all figures of the operational finances of the university could be made public except individual salaries and land deals. In particular, he promised Prof. Clarke that he could obtain a copy of the 1967-68 audited statement from Mr. Nurmi's office. Prof. Clarke reported on the following day, upon requesting the statement from Mr. Nurmi's offices he was told that he would have to wait until the Board okayed it, October 31.



foto regimbal



photo crick

the MATHEMATICS of LAW and ORDER by Ron Thompson CUP

It now appears, at least in Montreal, that if the police stay home, the people will riot.

An editorial writer for the Ottawa Citizen speculates that the "police...had no way of knowing what havoc their absence would create." Apparently the events in Montreal on October 7 were a surprise.

But that goes against all the facts. All that Tuesday, on Montreal radio stations, there were constant urgings that citizens be cautious, that they stay in their homes, that elderly people living alone spend the night with neighbours.

In the Quebec legislature, opposition leader Jean Lesage was talking of the "threat of anarchy" posed by the striking police and firemen...

Laws were already on the books making it possible to force the police back to work, with heavy fines for officers, heavier fines and jail terms for union officials, and possible decertification of the unions if the police and firemen did not return to work on orders from the legislature.

The army was ready to move in.

The government and the media were more than cautious about the ramifications of a police strike. It would be foolish to assume the police were not aware of what they were doing.

The kind of violence that swept downtown Montreal is not new to major cities in North America these days. It was not even new to Montreal.

The events of St-Jean-Baptiste day during the federal election campaign, the massive student demonstrations with 5000 to 10,000 people in the streets, the on going bombings in the city—all these indicated to the police a climate of dissent which they constantly had to face at constant personal risk.

Montreal has the most murders and bank robberies per capita of any city in the country. Gangland killings have been frequent front page news.

That is why the police struck—to make that point.

If the police are absent, they don't "create" the havoc, they merely stop keeping the lid on it.

The Montreal police have become very efficient at keeping that lid on. They demonstrated how ef-

ficient they were when they didn't show up for work Tuesday (October 7).

By the end of one day in the middle of the week, the newspapers were only reporting 'major' holdups and robberies—23 of them.

Two persons had been shot to death, millions of dollars of property had been burned, smashed or stolen.

When the police came back at 1 a.m. the 'riot' ended. They arrested twice as many people in a couple of hours as the Quebec Provincial Police, on duty with reinforcements for the entire day, had made.

There is, it seems, a delicate relationship between mass violence and the number of cops that can be mustered to keep the lid on it.

Montreal was not devoid of police protection on October 7, the QPP were there and the army had been called in.

But the cops were too few and too ill-trained to keep the reaction in the streets from occurring.

What is unnerving in the wake of the events in Montreal is the analysis of what was wrong; somehow it is seen as the fault of the police

for "not being there."

From one end of the telescope that kind of deduction could be made; the police were absent, violence occurred, therefore the violence was 'created' by the absence of the police.

So the way to make certain, 'that this never occurs again' from that point of view is to do whatever is necessary to keep sufficient numbers of police on the streets.

That can be done through force, or through higher and higher salaries.

That solution begs very important questions, makes some very questionable assumptions.

First of all, it assumes that the violence is only related to the number of police.

Secondly, and related to that assumption, we are required to adopt a view of man who is only orderly in the presence of police.

Thirdly, it ignores other possible causes for violence. The police may act as a lid keeping the pot from boiling over, but perhaps the heat is coming from somewhere else.

Three years ago, when the Watts riots erupted, there was an investi-

gation of the roots of the unrest in the community—it may have been superficial, but at least it was done.

Now, the causes in the community from which the dissent and the militancy erupt are no longer examined. They are merely assumed without being articulated, and ignored.

The response to violence now is that there are either not enough rules or not enough cops to enforce them.

At Sir George Williams University, the response to the destruction of the computer center was a new discipline code, repressive in the extreme, which in no way answered the discontent of the students who had occupied the building—it merely laid on more explicit and severe retribution for such actions.

In Montreal, the response was to get the police replaced immediately and forced back on duty as soon as possible.

In Ontario, the Committee of Presidents of Universities of Ontario issues a working paper entitled "Order on Campus."

If you weren't careful, you might think there was a plot.

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Student report condemns Ontario loan plan, class structure

TORONTO (CUP)—An in-depth study of student aid in Ontario has condemned the province's current student loan program as inadequate and inefficient, and calls for a radical re-structuring of student assistance and provincial tax inequalities to break down class barriers to higher education.

Student Aid and Access to Higher Education, a study undertaken by four University of Toronto students, will receive its official airing Friday at a meeting of the Ontario Department of University Affairs. The meeting is expected to be closed to the public.

The study, based on responses from 8,700 students from various social and economic backgrounds across the province, explicitly points to the class structure of Ontario as a cause of unequal accessibility to higher education, and calls for massive changes in taxation, educational programs at the high-school level to ensure students are aware of all available opportunities, and the replacement of all student loans with nonrepayable grants—in effect, student salaries.

"Both a loan scheme and OSAP (the Ontario Student Aid Plan, which combines both loans and non repayable grants) force students of low income to go into debt," the report says.

The report was written by Edmund Clark, David Cook, George Fallis, and Michael Kent, all University of Toronto students at the time the research project began. It was financed jointly by the Department of University Affairs and the Ford Foundation.

Their findings, the four said, affirm the existence of a class structure in Ontario—whether the province likes it or not.

"While the present society has generally adopted a mythology which denies the existence of classes, it is clear that they do exist," they said. "Different groups have quite distinct life patterns. Their values and ambitions differ from those of other groups. They enjoy unequally the benefits of society."

But while the "concept of total Equality" involves "very real theoretical and practical problems," according to the researchers, "the present degree of inequality is far beyond that which is functionally necessary for the operation of the society."

A realization of class position, the researchers said, will have an effect on students considering further education: they will feel they can't afford it, and, unless other information is available, they will decide not to apply to university.

Student aid schemes are important the researchers said, when they alter "the decision-making process of students who are unsure about continuing." OSAP, they added, isn't doing the job.

Only 40 per cent of students at the grade 9 level—a crucial year, when students make decisions about further streaming in their education—have heard of the OSAP program.

"Those among the lower income groups in grade 9 who want to go on to university have an unreasonable idea of the cost," the study reports.

"These students envisage post-secondary education as expensive. In fact they greatly exaggerate its costs. It appears to them as alien, dominated by middle and upper class students."

A loan-grant program such as OSAP does not overcome low-income resistance to borrowing money, especially in the lower grades, the report says, and is not effective in encouraging students to proceed with their education, particularly at lower grade levels.

Simply changing the student aid system will not solve the problem, the researchers warned, and recommended that the Ontario government reform the tax structure to eliminate all major "regressive taxes" and rely exclusively upon "progressive sources" for revenue.

"The situation which we found is so severe, that only a more sweeping attack on the environmental forces causing the problem can hope to remedy it," the report states.

College Council Presidents propose new plan for government

wednesday, october 22 1969.

At tonight's S.G.A. meeting (6:30 p.m. in the students' lounge), the College Council Presidents will present a brief prepared by them, in consultation with representatives from the Professional Schools. In past years S.G.A. representatives have often failed to inform their respective college councils of issues which concern them, and the resultant lack of student unity has been most harmful to student government as a whole. With their Brief, the College presidents hope to greatly improve the present situation.

MOTIONS:

1. That the S.G.A. representatives be responsible to their college or school and that they be representative of their respective Student Councils.

2. All elections and By-elections of S.G.A. reps should be conducted by the Colleges or Schools concerned and that the Chief Returning Officer be selected by the College or School councils for their own elections and that the candidates elected be recognized by the S.G.A. at the first meeting immediately following the election.

3. In order to facilitate the S.G.A. reps and the college or Pro school councils, it will be the responsibility of the S.G.A. to supply the S.G.A. reps with the agenda 2 school days before the

S.G.A. meeting so as to allow S.G.A. reps to form policies on given issues in consultation with their respective councils.

4. As S.G.A. members are representatives of their respective colleges or schools, the recall and election of these representatives should be the sole responsibility of the College or School Council.

5. That a presidential advisory committee be re-established.

In conclusion, we the Presidents

of our respective Colleges and Pro Schools do hereby urgently request that after much consideration, these four(4) amendments be approved and adopted by the S.G.A. as soon as possible. Only with the adoption of these amendments can both the S.G.A. and the various Councils work as one to form a strong university government. The plan may undergo some final changes before it is presented in its final form tonight.

S.G.A. announce new policies and new decor for student lounges

An S.G.A. committee on the use of the two student lounges (L218, L207A), have set up the following rules for their use—

(1) All booking of S.G.A. lounges must be cleared through the S.G.A. Office Manager.

(2) During the daytime, until 6:00 P.M., we suggest that the Main Lounge be used as a Television Room. All meetings will be held in the Small Lounge (207A).

(3) The Main Lounge will be available for bookings during the weekends and evenings. Bookings on a yearly basis will be accepted for this lounge only.

Extensive re-decoration of the Main Lounge will shortly be

started. The changes will include re-covering the couches and chairs, new curtains, painting the walls, and hanging pictures. While some will no doubt miss the old army barracks atmosphere, which was so conducive to sleeping on the floor, stealing television sets etc., it is hoped that the majority of students will make an effort to keep the lounge fairly presentable. This is the only comfortable lounge which we have, until the God-knows-when building of the Campus Centre, or as it is more commonly called, the Godot Memorial Centre.

Administration launches new publication

News items from various departments and bodies of Laurentian University will also be published in the "Laurentian Journal", a new publication which is expected to make the scene on Nov. 15, 1969.

The Journal, the first of six yearly issues, is expected to be published every two months.

Information which will be published in the Journal will include resumes of minutes of meetings, degrees obtained, papers presented, participation at conferences, seminars and workshops, meetings to be held on campus, news about former faculty, news about former students, acquisitions, publications and articles, social gatherings, research projects, visiting speakers and professors, and appointments.

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Figures reveal INCO screwing Steelworkers

Figures released by the United Steelworkers Local 6500 reveal that in the ten-year period from 1958-1968, Inco's profits rose 264%, while the average wage rate of its employees rose 39%. Inco's profits during 1958 were \$40 million while its profits during 1968 stood at \$144 million. The average wage rate of its employees was \$2.20 in 1958 and \$3.08 in 1968-69. These figures make it obvious that Inco's increased prosperity has not been passed on to those responsible for it. They make any suggestion that Inco cannot afford to pay decent wages to its employees ludicrous.

PANORAMA

Loyola senators walk out

MONTREAL (CUP)--Ten members of the academic senate at Loyola University--three students and seven faculty--walked out of a meeting Wednesday, October 8, stating they no longer have any confidence in the university's administration.

And the possibility of a student strike at the Montreal university may become a real possibility, unless the university accepts binding arbitration by the Canadian Association of University Teachers in the case of a physics professor Loyola refused to re-hire for the 1969-70 academic year.

Students Richard Stock, Dennis Mooney and Allen Handel told the senate meeting Wednesday that "as representatives of the student body to the senate, we have no confidence in Father Patrick Malone as president of the college or chairman of the senate."

In a telegram to the CAUT, the administration refused categorically to accept CAUT arbitration in the case. They charged the faculty pressure group was not following its own guidelines, attacking CAUT for its "pendulous language and inept threats."

The seven faculty, led by Donald Savage, president of the Loyola Faculty Association, resigned completely from the Senate, and said they would stand for re-election among the faculty while reiterating their opposition to Malone's anti-CAUT position.

Ottawa admin attacked

OTTAWA (CUP)--The student council at the University of Ottawa has charged that the university's administration is actively working to undermine the campus student union, even though the administration still claims to support it.

In a statement issued Friday, the student council executive said the administration "is actually seeking in sometimes more than a covert way to undermine and weaken" student government on campus, by actively encouraging students to withdraw from the U of O union.

The U of O administration also refused to make the payment of union fees a prerequisite for university registration: the standard method of fee collection for most student unions.

Alta. dept. supports P.S.A.

EDMONTON (CUP)--The university of Alberta political science department Tuesday October 7 publicly condemned the administration of Simon Fraser University and voted to boycott SFU at both the faculty and student level until the administration lifts the suspensions and halts dismissal proceedings against nine striking faculty in SFU's department of political science, sociology and anthropology.

The U of A department also resolved to take further action "as necessary," a move which might include a sympathy strike of Alberta students and faculty in support of the PSA.

Chicago casualties mount

CHICAGO (CUP)--The watchword was "Bring the War Home," and the casualties have started to mount in what is expected to be four days of militant anti-war demonstrations in Chicago.

Two persons were wounded, at least three policemen injured and 65 arrested in running street battles Wednesday night October 8 between hundreds of demonstrators and police on Chicago's North Side.

The fighting came at the opening of a planned four-day national campaign organized by the militant "Weatherman" faction of the Students for a Democratic Society.

The demonstrators, armed with bottles, rocks and clubs, were met by policemen at barricades, who used tear gas and bullets and occasionally returned the stones hurled in their direction.

High schools organizing

MONTREAL (CUP)--Nearly 100 Montreal high school students from 19 local schools have launched what they hope will be a movement for "constructive reform" of the educational system.

As a first step, the students met Saturday, October 4, at a student-run symposium to discuss grievances with the current high school system.

The group, which has disavowed violence as a means of change, will likely hold another symposium in November, attempt to create a city-wide newspaper for high school students, and eventually form a city-wide high school students union.

"We have lost all faith that this type of change will ever come from the top," said one of the students. "We've learned that, above all, it must come from the bottom. And that means us."

Underground paper--victim

VANCOUVER (CUP)--A Vancouver judge charged September 22, the Georgia Straight is the victim of persecution by the city police and prosecutor's departments.

Bernard Isman, who sentenced editor Dan McLeod and the Straight to fines totalling 2,000 Dollars for counselling commission of a criminal act, made the statement in dismissing nine charges of obscenity against the Straight and its editors.

The prosecutor's department tried to get McLeod, the Straight and former managing editor Bob Cummings convicted for publishing four articles which appeared last spring and summer.

One was a classified ad which asked women interested in "muffdying" to call a local telephone number. Another was a picture of a dog urinating on a telephone pole. A third was a report on the activities of a Chicago groupie named Cynthia, who makes plaster casts of the penises of rock musicians. The fourth charge was for a cartoon showing the testicles of Acidman, a straight cartoon character.

Defence counsel John Laxton introduced copies of Playboy and other girlie magazines. "One law for the Georgia Straight and another for the slick glossy magazines," he said, adding it was absurd that the Straight had even been charged.

Campus disruption figures

WASHINGTON D.C. (CUP-CPS)--The final campus disruption score card for the United States last year reads: 900 students expelled or suspended and 850 students reprimanded at 28 of the "major trouble" universities in the U.S. Six universities where unrest occurred took no action. J. Edgar Hoover reports 4,000 arrested in campus disorders (during fiscal 1969).

REPRESSION CONTINUES AT S.F.U.

BURNABY (CUP)--The academic senate at Simon Fraser University Monday October 6 voted to condemn the strike at the department of political science, sociology and anthropology as "highly irresponsible and unethical towards the students enrolled in their courses."

The PSA department has been on strike since September 24 over the refusal of the SFU administration to negotiate the status of 11 professors fired, demoted or placed on probation by an administration trusteeship imposed on the department last summer.

The senate urged the administration to remove the trusteeship by appointing a non-striking PSA member as department head, and endorsed administration president Kenneth Strand's call for the examination of the PSA department by a committee from outside the university.

Students in the history and English departments at SFU have already joined the PSA strike, and more students are expected to join as the strike develops.

Students in other departments have passed motions of support for the aims of the strikers, as have faculty in the English and history departments.

Students! exorcise demon Strand

BURNABY (CUP)--A group of 50 chanting, incense-burning students from the English department at Simon Fraser University Monday October 6 marched into the administration building to "exorcise the devil" out of it.

In this case, the devil was administration president Kenneth Strand who by refusing to negotiate with the university's striking department of political science, sociology and anthropology by 12:30 p.m. Monday, guaranteed that at least some of the English department's students would join the PSA department and students from the History department on strike.

PEAK photographer injured by guard

BURNABY (CUP)--The administration of Simon Fraser University is getting more insistent about its right to privacy.

The insistence became downright physical Wednesday October 8 when a photographer for the Peak, SFU student newspaper, suffered a dislocated shoulder and possible nerve damage while trying to take photos of an abortive "mill-in" at the university's administration building.

Student witnesses said Hugh MacIntosh, photo editor of the Peak, was

thrown bodily against a door by two Pinkerton security guards in the presence of campus security chief Fred Hope.

Hope claims MacIntosh walked into a closed door in the building, but has promised to investigate the incident.

The proposal for the mill-in arose at a meeting of striking students Wednesday, but approximately 100 students found the doors of the building barred by the security guards, while the offices of the SFU registrar and administration president Kenneth Strand were reported locked before students made their decision to act.

The meeting was part of growing support and action in the strike of faculty and students in SFU's department of political science, sociology and anthropology.

The strike is against the refusal of the SFU administration to negotiate the status of 11 PSA profs who have been fired, demoted or placed on probation by an administration trusteeship imposed on the department last summer.

Nine PSA profs have been suspended by the administration, pending their dismissal, since the strike began September 24.

Students also reported that the local fire marshal, county sheriff and two local RCMP appeared on campus just prior to Wednesday's incident.

Meanwhile, following Strand's suspension on Friday October 3 of nine PSA professors for failing to teach regular classes in the approved manner, SFU student society president Norm Wickstrom has called for a meeting of the joint faculty council for Wednesday October 8.

The council is the second most powerful body on the campus, after the board of governors. Wickstrom was forced to collect the signatures of one-eighth of the members of the council to hold the meeting, because Strand refused to call one.

Auditor General to be honoured at convocation

At its 17th convocation for the conferring of degrees, Laurentian University will honour Mr. A. Maxwell Henderson, Auditor General of Canada. The convocation ceremonies will take place in Laurentian's Great Hall at 2:00 p.m. on Saturday, November 1, 1969.

Prior to his appointment as Auditor General of Canada in 1960, Mr. Henderson was Comptroller of the Canadian Broadcasting Corporation. Before joining the Public Service of Canada, he practiced accountancy with business and industrial concerns. He earned his C.A. degree in 1929 and was made a Fellow of the Institute of Chartered Accountants in 1962.

During the war, Mr. Henderson served on the Foreign Exchange

The meeting will discuss the crisis within the university, and attempt to decide a policy on the continuing strike of PSA and the continuing refusal of the SFU administration to discuss the crisis.

The nine faculty members will not be allowed to vote at the meeting.

The strike by PSA is now in its twelfth day; students and faculty demand the administration show a willingness to negotiate over the abolition of an administrative trusteeship over the department, restoration of tenure and promotions to PSA faculty who were fired, demoted or placed on probation by the administration and recognition of the department's total student-parity structure.

Faculty meeting adjourns with students present

BURNABY (CUP)--Students at Simon Fraser University caused the shut-down of a meeting by the institution's joint faculty council Thursday October 9, when they ignored a ruling which ordered the gathering to meet behind closed doors.

Only a few of approximately 200 students who attended the meeting heeded the ruling by chairman L.M. Srivastava, administration vice-president, that students be requested to leave.

Two-thirds of the faculty attending the meeting voted to adjourn when the students, chanting, "on strike, shut it down," made no move to comply with the chairman, and agreed to consider items on the agenda through a privately-circulated referendum ballot.

Support for the strike at SFU, led by the university's department of political science, sociology and anthropology, still appears to be growing.

Control Board and the Wartime Prices and Trade Board as Comptroller of the Board and Assistant to the Chairman. He was awarded the Order of the British Empire for these wartime services.

As Auditor General of Canada, Mr. Henderson must verify the appropriations in and the expenditures made from the federal budget. He serves on several international commissions and at the United Nations.

Laurentian University President Stanley G. Mullins will confer the honorary degree of Doctor of Laws upon Mr. Henderson who will also give the convocation address. Some 125 graduates will receive degrees in Arts, Science and Commerce.

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WHERE IT'S AT

Friday, October 24th

7:00 p.m. - English department and literary society sponsoring a visit from Al Purdy, a famous Canadian Poet. Place- Secretary's Lounge L-325.

8:00 - 9:30 p.m. - Coffee House in the Great Hall.

9:00 - 12:00 - following Coffee House, U.C. sponsoring a dance in the Great Hall with the band, "Life and Creation". Tickets for coffee house and dance are \$1.75 per person or \$3.00 per couple. Tickets are available in L-210.

Marek Jablonski, a world known Polish pianist will play works of Haydn, Beethoven, Chopin and Liszt. Mr. Jablonski has performed throughout Canada, England, France, Italy, Austria, Poland, Yugoslavia, and the United States.

His concert here will be held in the Sudbury High School Auditorium with Commentaries at 8:00 p.m. --recital at 8:30 p.m.

Those who are interested in membership in The Jeunesses Musicales may purchase season tickets from Mrs. Deschamps in room A 211 at the price of \$5.00.

Sunday, October 26th

7 and 9 p.m. - Film Society presents the Swedish film, "491"

Wednesday October 29

2:00 p.m. - GENERAL MEETING OF THE S.G.A. WILL BE HELD IN THE GREAT HALL. ALL STUDENTS PRESENT WILL HAVE A VOTE.

Committee on University

Affairs reacts to Mullins presentation of Laurentian's capital needs

The Committee on University Affairs met here Monday morning to hear projections of Laurentian's capital needs for the next five years. They were presented with three briefs - one from President Mullins, one from the faculty, and one from the students. The President's brief called for several new faculties, institutes, and schools as well as a change in the formula on which the grants to the university are based. It also listed the construction priorities as a maintenance building, dining hall, campus centre, social science building, arts and humanities and a library building.

The faculty brief decried the lack of proper planning and criticized many of the specific proposals in the President's brief.

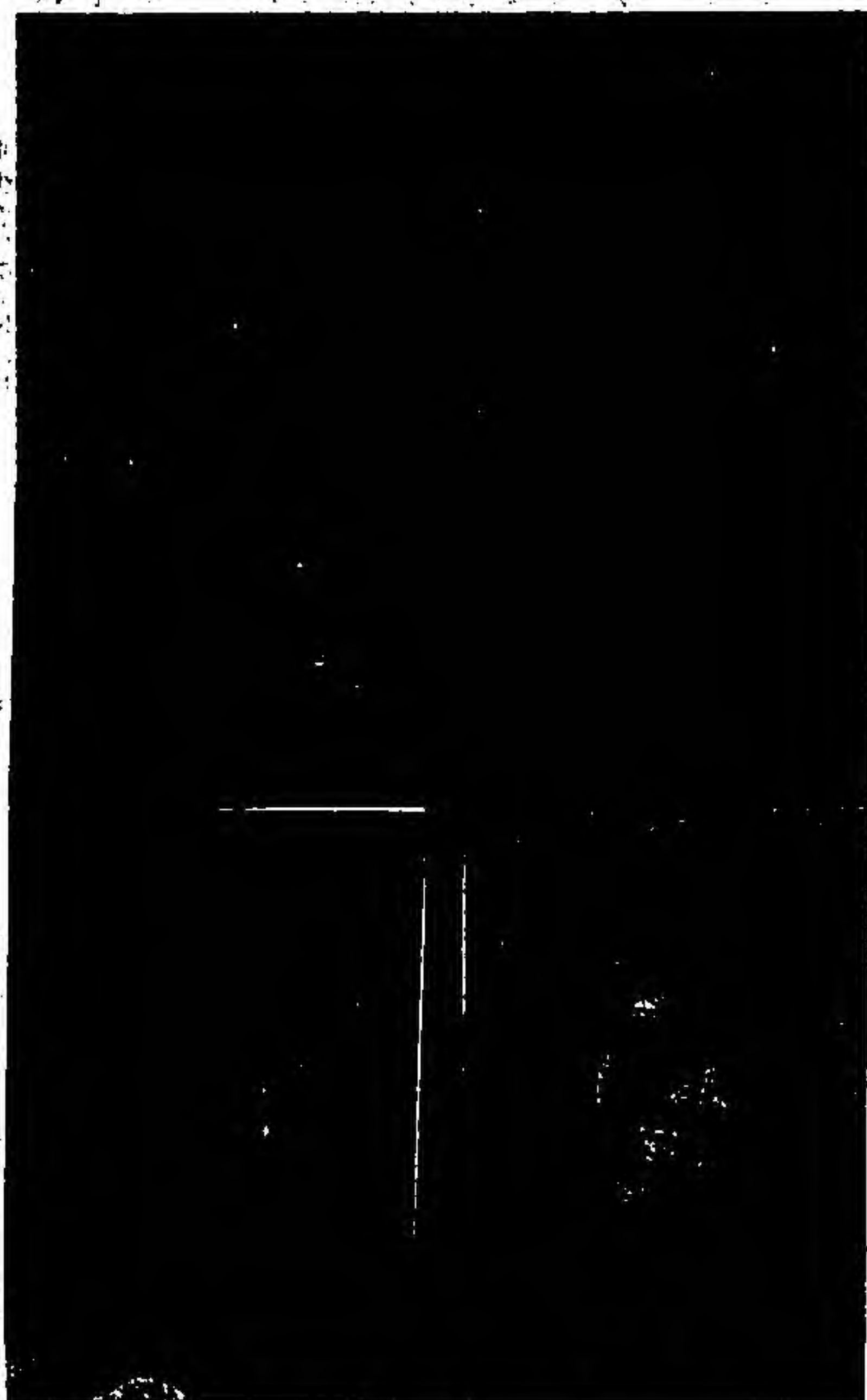
The student brief re-emphasized the lack of consultation and participation in planning, blamed President Mullins for this, and asked the committee to disregard the President's brief as unrepresentative of the needs of the university community.

The members of the committee

did not comment on the lack of participation or consultation but centred their remarks and questions around the content of the President's brief. Their comments revealed the following:

1. Reluctance to give a lot of special grants for instituting new schemes.
2. the fact that research grants are largely made by the individual departments concerned (eg. Dept of Highways finances research in that field)
3. unwillingness to depart from the present emphasis on enrollment for determining grants.
4. the committee's role is to recommend a global allotment to the university each year, while the university retains the power to set its own priorities.

While the committee seemed sympathetic to the views of the students and faculty, there seems to be little chance that their recommendations, for this year at least, can be based on a presentation that is representative of the needs of all portions of the university.



win, place and show

(Sorry we know this should be on the sports page but we already had it laid out.) Nicole Minard wins a tough one, against tough opposition provided by, among others, Helena Zebrowska (left) and Carol Pollock (right). The event? the fall weekend queen contest.

THE GREAT CHAIN ROBBERY

They struck on Oct. 11th, in the black of night. Before the tough Stobbovian guard, one of the elite of Laurentian's part-time security force, woke, these sinister villains, camouflaged in their black turtle-necks, black pants, black sneakers and white socks had loaded half of the posts and chains into their baffed super-stock Rolls. But Ace's cool calculating mind realized that, since there were only two ways out of the stock-piled campus, all he need do was push a small black button within the cavities of his electronic communicating device, thereby activating the deadly Claymore mines at the exits. Two minutes after the black sedan had fled the scene of the crime, there was a violent explosion at the east exit. We need not expound the gory details, but we might add, that in the uproar that followed, Ace forgot to deactivate the mines at the west exit and had four nuns sent to their reward. This you must admit however, is a small price to pay for the demise of the nefarious netherlanders who dared steal these symbols of our iron-clad security which so vigilantly protects us from creeping socialism and other subversive elements that threaten our sacred way of life.

Furthermore, may the demise of these victims of the first explosion serve as a gentle warning to those innocent collegiate type souvenir hunters. Not only do these misguided lads risk the terrible wrath of the guardians of the good life, but they may also, if they might somehow succeed (hah), allow wolfish infiltrators to pass through the free frontier, into the midst of the lambs at Laurentian.

..... a public service announcement presented by the Society for Prevention of Cruelty to Posts and Chains.

Bi-Election

An S.G.A. bi-election was held on Oct. 14th. The only contested position of those open was that of U. of S. English rep., wherein out of a grand total of 55 votes cast, Steve Kitzul polled 36 and Des Browning earned 17.

Since only one person was nominated for each of the other eight positions, these positions were filled by acclamation.

The positions filled by acclamation are:

FRENCH VICE PRESIDENT:
Roland Chartrand
COMMERCE: Joe Libralezzo
Glen White
ENGINEERING: Robert Picard
PHYSICAL EDUCATION:
Peter Doyle
Russ Steel

UNIVERSITY OF SUDBURY:
(FRENCH) Paulette Quesnel
UNIVERSITY COLLEGE:
Myron Huchanluk

Positions still open on the S.G.A. are co-chairman of meetings, and School of Translation representative. Anyone interested in applying for these positions should contact the S.G.A. secretary in room L-215 of the Library building.

GENERAL MEETING OF THE S.G.A.

WEDNESDAY OCTOBER 29,

GREAT HALL 2:00PM

YOU WANT CHANGE?

BE THERE!!!

MEXICAN WHITEWASH WEARING THIN MARK FEINSTEIN LIBERATION NEWS SERVICE

MEXICO CITY (LNS)--One year ago, on October 2, Mexican soldiers and policemen shot down and killed hundreds of students who were demonstrating against the repressive nature of the Mexican government and the farce of the Olympic games.

But one year later, the bloody evidence of repressing and political turmoil has been washed away. The students, probably the most active and visible political people in the country at this point, are nowhere to be seen. The thousands of posters and slogans painted on walls that adorned Mexico City for weeks last year have disappeared without a trace. There are practically no political magazines on sale in the kiosks. Those magazines and slogans that do flourish this year are almost exclusively the official publications and posters of Gustavo Diaz Ordaz, "GDO", the president of Mexico.

But the official whitewash, the "everything's fine" smiles on the faces of government officials, and the seemingly total absence of political agitation here are all only surface cover-ups.

Two scrawled slogans, perhaps the only ones visible in the city today, give a sense of some of the real problems: "Free all Political Prisoners," and "Remember October 2." But they were not slogans boldly painted in red across walls; they were written with a felt-tip pen below bus windows, where the writer could go unnoticed.

The notion of a government whitewash is literal. After the Massacre

last year, when the city was covered with slogans and posters denouncing the ruling party, US imperialism and repression, the Government ordered every poster removed and every wall scrubbed clean.

Now the walls tell you to "Keep Your City Clean," and say "Welcome" in three languages to tourists.

If there are no external signs of social decay and unrest, it is not because Mexico's revolution of 1910 has brought Paradise south of the border. The absence of political organizing among the students this year, for example, is perfectly understandable--the Government feared massive demonstrations on the anniversary of the Massacre, so it is keeping the University closed until the middle of October, passing over the bloody date of October 2.

The killings, several hundred in all, were not the only means the Mexican ruling class used to clamp the lid on incipient rebellion.

Large numbers of student leaders, as well as foreign students designated as scapegoat "leaders," have been jailed or deported.

Many others were swept up in the police dragnet that followed the Massacre: one of these was an American Marine deserter who sought safety in the U.S. embassy when the shooting began. Because of his friendship with some student revolutionaries, the Americans turned him over to the Mexicans for crimes against the Mexican state, and he has been in prison ever since.

When the fifteen Brazilian revolutionaries released in exchange for

the life of C. Burke Elbrick, US Ambassador, arrived in Mexico, the government gleefully seized on the occasion to remind the Mexican people that their country is a land of freedom, where the oppressed of the earth can come seeking refuge, and where constitutional liberties are assured.

While Diaz Ordaz was hugging Dick Nixon on the Rio Grande, he was also doing his best to keep his people from remembering the thousands of political prisoners, the hundreds of dead, and the suppressed political publications. It is highly unlikely that the Diaz Ordaz government really wanted to take the Brazilians in at all--but Public Relations demanded it.

As for the Brazilians themselves, they seem merely to have traded one prison for another. Although they have said they would try to find work here, and eventually return to Brazil when the political climate loosens up, they have stayed holed up in their hotel rooms ever since they arrived--it is clear to them that their lives are threatened by agents of the Brazilian generals as well as by the CIA. One of whose Mexican operatives, a diplomat, was recently expelled by the Revolutionary Government of Cuba.

September 15 was the 159th anniversary of Mexican independence from the Spanish Empire. The colored lights, and huge posters celebrating liberty, revolution, and independence. Many of the thousands of huge flags were draped across the

glass faces of buildings housing, among others, Ford, IBM, Coca-Cola, General Motors, Shell Oil, a hundred banks, U.S. airlines, and other U.S. companies producing a huge array of products which the Mexican public is induced to buy.

The fiesta is called the "Grito", the cry of agony that the Mexicans gave out under the Spanish yoke. Some things have improved for them, but their yoke is as real as ever.

Independence merely replaced old yokes with new ones. Mexicans feel it, and President Diaz Ordaz knows it. Thus on the night of the celebration of the Grito, a time of high-spirited spontaneous enthusiasm on the part of the people, Diaz Ordaz went to celebrate the event in Dolores de Hidalgo. Dolores is the "Philadelphia of Mexico," where the independence movement began. But Ordaz did not go there out of respect for tradition, Mexican radicals say. He was terribly afraid that the placid face of Mexico today which he has worked hard to produce might be shattered if he stayed in Mexico City, where massive demonstration against him was hinted at in political circles.

As it turned out, hundreds of students came out to demonstrate and there were four fire bombings in the city.

He appeared in Mexico City the day after the Grito, however--on the reviewing stand in front of his army.

One small, symbolic manifestation both of the government's whitewash job and of real political sentiments

among the people is the "paloma blanca," a stylized, plastic-coated sticker of a white dove, attached to thousands of store windows around the city. Their purpose is to suggest calm, peace and friendship.

But on examining just about any one of the plastic stickers more closely, it is clear that they are not pure virgin white--they are pink. That is, just about all of them had once been painted red; the government moved in and whitewashed every last one of them. But every once in a while, even on the glamorous Paseo de la Reforma, Mexico City's Fifth Avenue, a bright red dove shows up.

The symbolic rebellion of the red dove is hardly enough to bring down the system that condemns so many Mexicans to lives of grinding poverty. But they prove that despite the government cover-up, there are still freedom-loving people in Mexico.

So does the constant flow of people into the Cuban consulate, asking for magazines and literature that talk about the facts of the Cuban Revolution. And dirt-streaked street kids stare derisively at American tourists, shouting "Yanqui!"

Propaganda barrages about "friendship with the United States," and mutual congratulations between Nixon and Diaz Ordaz because they built a dam (it was a faultily constructed dam that caused much of the damage in the recent flooding) are not going to keep those kids, and the people of Mexico, from shouting one day: "Venceremos!"

BRAIN DRAIN

WHAT DO YOU FEEL SHOULD BE THE EXPANSION PRIORITIES AT LAURENTIAN? WHY?

Mr. Donald Wallace

English Prof.: There are three priorities, which are according to my order of preference:

- #1 a new library building
- #2 the campus centre
- #3 the social science building.

The university lacks these things.

Marg McGee-

Sociology 2: The campus centre seems to be a good idea just for communication, since there is a lack of it now between students and professors.

Mr. Konarek-

Geography Prof.: From our point of view, it should be the social science building, since we don't have much space right now. Secondly, I favor a student's union building from where students can run their administration, have a pub where one could buy beer and where faculty could discuss or talk with the students. In this building they could also have room for students to create things, a place to view movies and also a place where the ladies could hold fashion shows.

Jack Andrews-

Honour's History 3: Thorneloe's pub should be expanded and the bar committee should take over the administration of the university.

Claude Labine-

Biology 3: Marriage residences, because there is a need for less expensive housing for married students. It is difficult financially for a married couple to go to university.



11-

History 3: I feel that the most important thing is the need for "colleges". This would provide a spirit, an academic, a real cosmopolitan university flavour. College dining rooms, meeting rooms and a professor fellowship system would be the result. British Universities have this system.

Sid Morehouse:

Commerce Prof.: First determine the objectives of the university, #2 from these objectives, determine the priorities of the facilities and #3 determine the financing necessary, find the money and start building.

Leanna Glass-

Arts 1: I prefer the campus centre. Because it would help communication between the town students and residence students. Also, the faculty and the students could communicate with each other. This, I think, would give most students a feeling that they are part of the community.

Paula Digby:

Arts 1: Personally, I think the campus centre is a good idea. There should be a place where the residence students and town students can socialize.

Deb Rovinelli-

Science 1: I feel that buildings should be erected so as to temporarily accommodate many disciplines with a long range view to eventually provide permanent quarters for one particular facet of the university academic programme.

stimulus and response...

MONDAY, MONDAY.....

At Monday's teach-in, no motions were made or resolutions adopted, and no decisions were made. Yet Monday could be the most important day in the history of Laurentian University. On the other hand, it could turn out to be no more significant than any other ordinary day. That can only be determined by the future.

Monday's importance can only be determined by its role in a continuing process of change to be carried on from that day forward. It would be unwise to make this process seem overly facile. However for purpose of clarification it can be broken down into six basic stages:

1. Question the things around you;
2. Get the answers to your questions;
3. Assess these answers as to whether or not you are satisfied with them;
4. If you are not satisfied, then decide what changes you want made to those things you do not like;
5. Decide how best to change them;
6. CHANGE THEM!

"Wake-up Monday" marked the beginning of this process. Students and faculty together began to question the decision-making structures at this university. We even began to get some answers. BUT WE CAN'T STOP NOW! We have to continue the process until changes in decision making are agreed upon and carried out.

We can only engage in this process as a unified group. Even Monday's initial success would not have been possible without the near-total participation that we attained. We have shown Monday that we at Laurentian do not suffer from much-acclaimed malaise of "apathy". We have shown that we are concerned about our surroundings and are prepared to do something about them TOGETHER.

But let's not just pat ourselves on the backs. Let's ask "Where do we go from here?" In order to complete the process begun on Monday, we must now sit down and decide upon a common course of action and follow it through.

The Presidential Advisory Committee is now undertaking a study to propose changes in the structures here at Laurentian. It has already received briefs from a number of groups, including the Students' General Association. However, its work is not yet complete. There is still time for the student body to get together and rally a proposal to this committee. In doing so, students should have a serious look at other alternatives that have been offered elsewhere.

They should consider proposals made in such documents as the report of the Bissel Committee on University Government, (familiarily know as "The C.U.G. Report"), the S.G.A. position paper presented last year, the Campbell Report on Discipline and the paper by David Bakan which is printed in this edition of LAMBDA.

The changes being examined at other universities such as Waterloo and Loyola should also be considered. If this material is not now available for widespread distribution, then the S.G.A. executive should see to it that it is made available as soon as possible.

The S.G.A. has proposed a general meeting for October 29, at 2:00 p.m. in the Great Hall. We must see to it that this meeting is as well attended as Monday's teach-in. The process begun on "Wake-up Monday" must continue. A "Wake-up Monday" will be insignificant if it is followed by another year of "sleepy Tuesdays." We must continue to critically assess our environment and make the necessary changes.

Scotty

Lambda

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LAMBDA is the official English language student newspaper of Laurentian University. It is published weekly by LAMBDA Publications, an independent association of the students of Laurentian University. All opinions expressed are those of the editorial staff, unless otherwise stated.

Letters to The "Dirty" Bird



Dear Dirty Bird,
I've got this "Big" problem (well, actually it's small....."Aye! there's the rub!") You see, Dirty, it's my bust! It's too small.
I did exercises like in those "Build Your Bust-Line" books and....well, it shrunk on me. I went from a grand total of 32B to a mediocre 32A.... A of all things. Do you know how SMALL a 32A is?.....It's.....it's smaller than a swollen lemon yet bigger than an egg yoke.
So you see, I'm in a sorry predicament. I've got to go around inhaling all the time and if something doesn't happen soon I'm going to faint! (I've got to exhale sometime!) Please, please, please, help me! My living bra will slowly slip away.....What can I do to increase my bust and breathe more freely.

Dolefull De-bust-her

Dear De-Bust-her,

You'll just have to face the facts. There's no way you can ever make it as a woman in modern society unless you've got big boobs. I mean, men just won't look at you if you've got nothing to look at. Why not throw in the rag and become a male impersonator? You'll rid yourself of a lot of frustrations--after all, it's a man's world!!

Dirty Bird.

Please send all correspondence to "Dirty Bird"

Lambda office L - 222

Dear Editor;

Demonstrate!

Who, me?

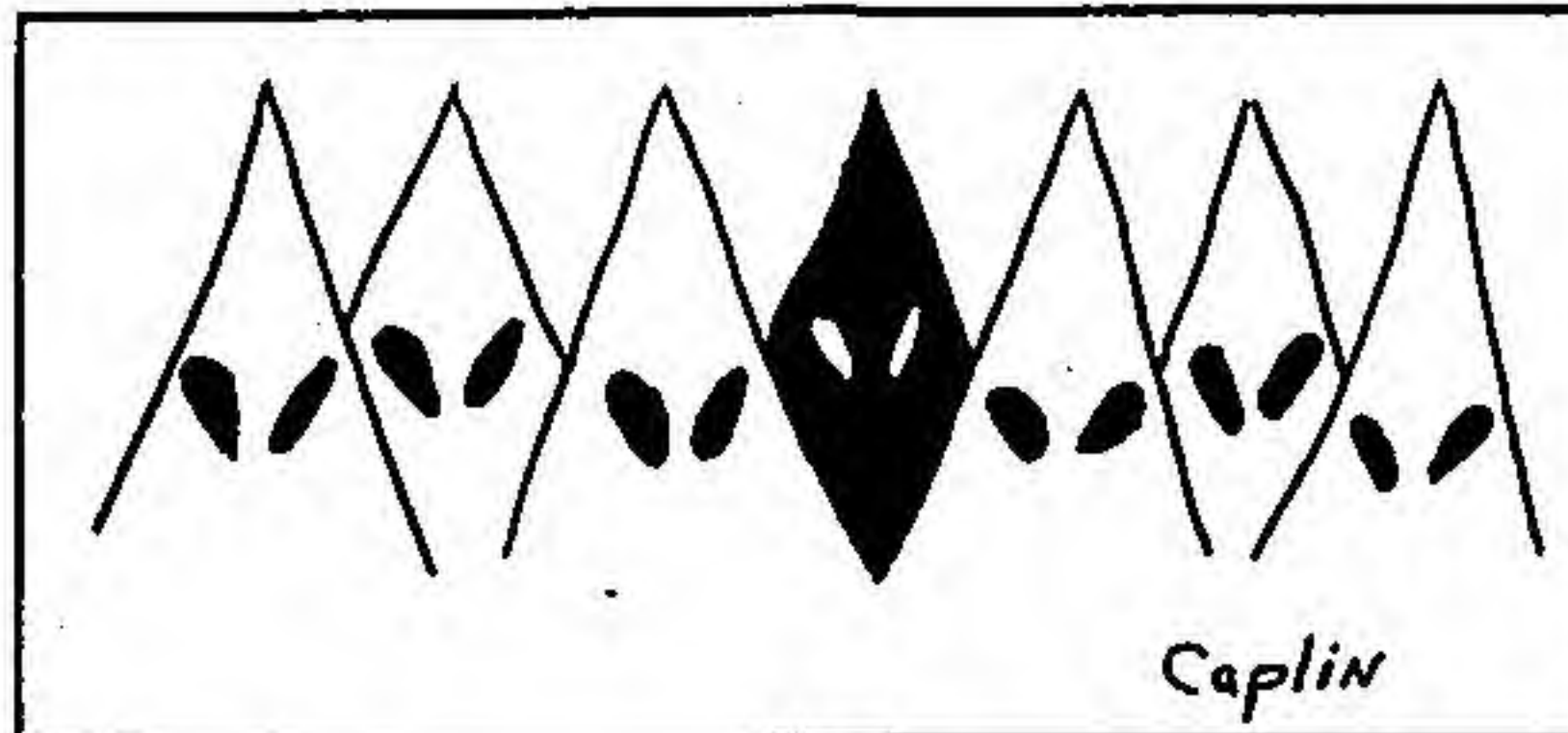
Sure, DEMONSTRATION is the "in" thing. Demonstrate for any cause. Don't tell us how to achieve, just show us you're against it.

If you're for "making love and not war" - don't make love just demonstrate. Don't demonstrate love by what you do or your attitudes toward the "needy rich" or the "needy poor". Just demonstrate for what you're against or what you are for. (It's better if you're against something; you get more attention or what ever else you're after.)

If you don't get action, take the other side. It doesn't matter who you vote for - just vote.

I speak from experience. In the 1940's I demonstrated. In the 1950's I demonstrated. In the 1960's I demonstrated. I was born in the 1940's and I draw an illustration from that period, a story of an early demonstration against my father.

My father believed in corporal punishment: I did not. I demonstrated in a quiet but saucy voice: "that never hurt". I learned that my father not only believed in corporal punishment but also in corporal punishment for certain types of demonstration. Determined that "right must win" I demonstrated again in a peaceful demonstration, "I never even felt that." I was not allowed time to picket or even make a placard. I found out my father believed in demonstrating what he believed by



Caplin

action and by application to the problem- not just talking about what should be done.

I still demonstrate, but since then I have learned to demonstrate in a different way. If I do not agree with corporal punishment then I should demonstrate that it is unnecessary, not that I am against it because it is mean and nasty or a "no-no"

If I am for love and not war then I should demonstrate love and that, deep down inside, I really care. If I am against war then I must do something to alleviate the causes of war, (starvation, unethical behavior, etc.)

Yes, demonstrate, but use a little forethought:

1. "Is my method of demonstration going to achieve the desired results?"

2. "Are my desired results selfish or for the good of others?"

Elden R. Byer
1st Year Arts

Dear Editor;

I am addressing this article to the student or students who seemingly enjoy including vulgar

comments on posted announcements; more specifically my own.

Last week I posted an announcement (down stairs in the lower cafeteria) on which I was asking a male student to share an apartment with me. Apparently somebody ignorantly added "fairy wanted". As far as I am concerned such a comment only exhibits, on the part of the commentator, ignorance, narrow-mindedness, and lack of respect for other people. I think that anyone accusing someone of being a pervert (that he did, but indirectly) therefore projecting homosexual behavior on somebody else, is only escaping a homosexual feeling within himself. He can't accept that feeling so he therefore projects it on someone else.

I thought that at the college level students would be starting to use their intelligence. That person, commenting on somebody else's announcement hasn't apparently.

(name withheld by request)

Towards Truer Democracy

by Steve Vick

Last year was the year of APATHY. The S.G.A., the College Councils, Newspapers and Ourselves, we all cried apathy. For numerous reasons blame shifted from one to the other but the outcome was disastrous. VERY LITTLE WAS ACCOMPLISHED! Why?

Was it our fault, our leaders fault or was it the fault of our institutions. Why aren't we interested in that sector of our environment that directly affects us (our University)? Why don't we participate in its political and social development? (Last year even the social life was cut back due to lack of participation.)

Apathy has grown year after year. Surely we are no less interested in our lives than students before us? Why is apathy growing?

Since we are supposedly more aware than our predecessors and since apathy has grown and not decreased then some of the blame must lie with our form of government. S.G.A., College and School Councils are the same as they were when Laurentian started, yet they are less effective! There is far less communication between the students and their government. How many students know the facts behind S.G.A. decisions? How many students know what the S.G.A. decisions are?

What seems to follow then is that no one can be expected to be interested in something he knows little about.

It seems impossible for our leaders to communicate to each of us. There are just too many students for this to be possible. Therefore a lack of communication of information is one of our problems.

Besides communication there are other problems that seem to lead to the isolation of students from their government. Even when we do hear about an issue we still feel that there is little that we (as individuals) can do. How many times have we heard our friends and ourselves say "Such and such is wrong but what can I do about it. I don't have the power to change it. Why doesn't the S.G.A. do something about it?" Such futile statements demonstrate a feeling of powerlessness to create change. If we feel powerless then why bother to be interested or to participate?

The S.G.A. and the councils are in the same position. They often want to act but how can they? We (the students) don't seem interested and without us they can do nothing meaningful. Legislation passed without the knowledge and support of the student body is ineffective and meaningless.

Why do we feel powerless and out of touch with what is happening? One of the problems may be representative government. When the University was small there was more contact and communication. Today we are too large. Also, unless you have the power to influence decisions it is hard to feel a sense of commitment to these decisions. If you aren't committed you aren't involved and if you aren't involved you aren't going to participate.

How can we get involved? We will be involved if we have the power to help make decisions. If every S.G.A. and Council meeting was a general meeting then every student would have a vote and a commitment to voice his or her opinions. Everyone of us would have the

same power to make decisions. If we were for or against an issue we could effect the outcome directly by voting and by convincing people to vote the same way. Someone with an idea that he wished acted upon would have to inform the entire student body as the entire student body would have to vote. In this way anyone who is interested in an issue would have the power to affect the issue. Absolute democracy is thereby achieved. Each of us could directly attempt to change our environment. Participatory Democracy would give each of us power to information. We would become the S.G.A., the Government, and the governors. We would be directly responsible for our government. Every student would be responsible for his government's actions since power and information would be available to every student.

Already we have started the hue and cry of apathy again this year. Before we start feeling badly or start pointing the finger of guilt again, let us look at our political structures. Let us examine new ideas like the college and school presidents model, the participatory democracy model and any other models of government that seem applicable. If we examine what we have, experiment with new ideas, and stay open to change we will do away with apathy.

At University we are supposed to be learning how to critically analyze accepted concepts, experiment with new ideas and thus create a more human existence. Unless we can change our present attitudes about our government, unless we can make them more effective, apathy will be the cry again this year.

A PLAN FOR A COLLEGE

with commentary

DAVID BAKAN, PROFESSOR,
YORK U.

INTRODUCTION:

summary of an oral presentation
to the presidential advisory committee on
communications and decision-making

JACK DARDICK

DIRECTOR of the COUNCILING SERVICE

There is a great deal of resentment, anger, frustration, bitterness, and fear in this institution, expressed by administrative and faculty members of all ranks, by students, secretarial and clerical staff.

Two characteristics of Laurentian can be held accountable for this state of affairs:

(1) The social structure is paternalistic and, at times, borders on the authoritarian. Communication tends to be unidirectional, from the top down. Messages coming from those lower in the hierarchy, although not actively discouraged, are largely ignored. There is relatively little consultation, consequently, policies, decisions, and plans formulated rarely are satisfactory to the people who are most directly affected.

(2) The fear level of Laurentian is exceptionally high, whereas the security level, for all but the faculty, is extremely low.

The frustrations of the faculty are centred in the social structure. Their most pressing fear, at the present time, seems to be that the students will grab power at their expense. But they have far more personal security than administrative staff, secretaries, and students. Faculty have (a) an opportunity to negotiate for salary, (b) contracts, (c) a tenure system, (d) local, provincial and national associations, (e) status, and (f) a system of committees to protect against indiscriminate dismissal.

Administrative staff, on the other hand, have none of these safeguards. The President serves at the pleasure of the Board, the rest of the staff serves at the pleasure of the President. I have had senior administrative personnel tell me that they favour more liberal methods than are presently practised, but they are afraid of losing the positions that they have worked so hard to obtain.

Secretarial, clerical and maintenance staff are in the most tenuous position. They have no status at all, and can serve at the pleasure of the Personnel Officer.

So low are these people in the hierarchy, they can be manipulated and regulated at will. They are made to feel less than responsible adults since they are told what they are to do by a set of impersonal rules and directives which do not emanate from the office in which they work or from the person to whom they are directly responsible. (A punch clock in an institution which values self-discipline and personal responsibility is patently ridiculous.)

Yet they can't complain for fear of being dismissed, and even when they tried to take steps to try to increase their security level, i.e., joining a union, they were directly threatened with such action.

Student security is largely in the hands of the professor. Many students see in the faculty, the power to pass or fail them. They are afraid to express dissenting views, to criticize teaching methods, or even, surprisingly enough, to praise the professor or to express their appreciation directly to him. Many desire a more personal contact but are afraid of a negative response. These personal feelings, since they remain unexpressed and unresolved, seriously interfere with learning.

People cannot continue to experience fear for lengthy periods of time. They will soon seek to reduce the threat and raise their security level. The following are ways in which I have observed this dynamic in action at Laurentian.

(1) People get together with their peers to form groups in which the common uniting bond is fear and anger. At Laurentian, this has led to the development of a number of 'armed' camps, e.g., Administration, Faculty, Students. Rarely is there co-operation between these camps, nor is there usually any direct confrontation. Action between these groups consists of long-range 'sniping' through critical remarks and blaming the other groups if something goes wrong on campus.

Each group has developed a "holier-than-thou" attitude, so that responsibility for unpleasant situations that develop is avoided.

Once formed these groups look for means to raise their security level. If it is not found on campus, they look elsewhere. For example, the secretaries sought to join a union, and there was some talk that the faculty would seek direct salary negotiations with the provincial government. Such goals, if obtained, would be detrimental to Laurentian, since it would not be as necessary for people to be as fully involved in the institution.

(2) Staff turnover. Individuals who cannot find appropriate means of coping with the emotional stress leave Laurentian. The tendency is for creative people to leave (they cannot bear the frustration of having most of their ideas blocked) and for the non-creative to stay.

(3) Conforming to the point of distorting feedback to the upper echelon. This is the case of 'telling the boss what he wants to hear'. No one wants to be the messenger that brings the bad news to the king and have his head chopped off.

As a result, those in positions of authority base decisions on misinformation and half-truths, so the solutions never fit the problems adequately.

Example: The Vice-President designed a travel policy for the faculty last year. At a Faculty Association meeting that I attended, the policy was presented. It was literally torn apart by the membership and flatly rejected as unsuitable. Several days later I had a meeting with the Vice-President in which I mentioned the travel policy. To my astonishment, he expressed the view that the faculty were pleased with the policy, although there had been some mild criticism. Nothing could be farther from the truth. Whoever had informed the V.P. of the faculty's reaction was guilty of severe distortion of fact.

(4) People "work to rule". They just do the job and refrain from bringing up new ideas which might be beneficial to the university. There is a risk in changing anything, so the preference is to "keep one's nose clean".

(5) Attack those in power. The best defense, as the saying goes, is offence. Anger and hostility are a means of coping with frustration. It may have unpleasant consequences but it sure feels good when it is expressed. Campus disorders are a result.

(6) Double-speak. A great deal of this goes on. When speaking in the capacity of University Officer, one idea is expressed, while speaking personally a completely different idea is expressed. In my experience, the latter is far more liberal than the former.

This is very confusing to those who expect leadership and direction from those in positions of authority, and the conflict of ideas in the latter often results in nothing being expressed.

On the basis of the foregoing, the necessary changes in the University should revolve around (1) modification of the social structure into a two-way communication system, and (2) raising the security level of the most vulnerable so that all personnel in the University enjoy approximately the same degree of protection.

(1) Modification of social structure. As I see it, the basic principles in any proposed structure should be as follows:

(a) decisions should be made with the active participation of those whom the decisions will most directly affect. The way to develop a sense of responsibility is to allow people to participate in making the decisions that will affect them. No one then will be able to blame others for the consequences, and each will more clearly see how their actions determine the course of their lives.

(b) Individuals in positions of authority, e.g., Directors and Chairmen of departments, Deans, should function more as resource people and executors of policies determined in co-operation with others in their sphere. They should use their experience to guide, rather than using it to impose their ideas.

(c) Openness in the policy-making and decision process. Secrecy breeds suspicion and fear.

Using the above principles, I would expect to see the academic departments governed by committees composed of both students and faculty; administrative planning com-

mittees composed of faculty, students, and administration, e.g., Admissions, Budget and Finance.

Since more students and faculty would be involved in the administrative functions, it would be advantageous to have academically qualified administrative staff involved in teaching. With such a mutual sharing of functions, there would develop a greater appreciation of the problems experienced by each group, and the relationships could become less formal.

(2) Increasing the security levels.

Administration (including clerical, secretarial and maintenance staff)

(a) Formation of on-campus associations (who could negotiate with the senior administration to determine salary structure and working conditions, etc.)

(b) Legally-binding contracts for a definite time period, e.g., 3 years, and/or a temporary/permanent staff arrangement similar to the tenure system.

(c) A system of appeal committees, composed of appropriate administrative staff, students and faculty, to protect against indiscriminate dismissal. The committees should include representatives of the applicant's peer group.

(d) Removal of the punch-clock.

(e) Less central control of the secretarial and clerical staff.

(f) An opportunity for salary negotiations.

(g) Competitive salaries for secretarial, clerical, and maintenance people so that competent employees will remain.

Students

A change in the present evaluation system is urgently needed, so that there is less threat involved. An alternative system and its rationale are presented in the attached paper by Prof. Bakan of York University. I heartily support his recommendations involving the evaluation system.

I would go even beyond his proposal in suggesting that the determination of satisfactory completion of a course in addition to the professor's evaluation, should be partly dependent on the student's own evaluation of himself, and that, in seminar courses, partly upon the evaluation of the student by the other students in the course. This is in accord with the principle, previously stated, that decisions should be made with the active participation of those whom the decisions will most directly affect.

To take into account the student's self-evaluation is important to counteract the 'orientation-to-results' character of the academic work, wherein the focus is placed on the finished product, be it examination or essay. What this orientation obscures is the amount of effort the student has put into his work. There is no appreciation of the personal qualities, and, therefore, no support, only criticism, from the environment. Since people need 'support' in order to freely inquire, explore, and contradict myths in the discovery of knowledge, such a critical attitude, this orientation to results, actually hinders learning.

Faculty

The security level of the faculty might suffer for some time since they are being asked to share some of their power with students. However, there would be adequate compensation, I think, in the control in the university environment they would achieve under the proposed changes in the social structure.

Up till the present time, Laurentian, through a combination of circumstances, has avoided some of the nastier aspects of the demands for change. We cannot expect to be so fortunate indefinitely.

It is in the interests of the university and the general community to make changes, such as are proposed above. The present situation at Laurentian is very serious and we must act.

I would be happy to elaborate on any aspects of the above comments at your convenience.

A PLAN FOR A COLLEGE

The following plan for a college arises out of a variety of considerations. The plan itself is actually quite simple. However, the considerations that have informed it are more complex. For the purposes of presentation, the plan will be presented first, and then commented upon.

However, one comment should be made at the outset: The plan arises out of a sense of educational reform is acutely needed, combined with no less a sense that the direction of reform must be toward increased academic freedom, where that term means, as it is meant in history, both the freedom to teach and the freedom to learn.

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1. Each professor shall offer his course with complete freedom as to its content and the method of instruction.

2. The professor shall make available a description of the course reasonably ahead of the time that the course will be offered.

3. If possible, the course description should identify the courses as belonging among the humanities, biological sciences, physical sciences or social sciences.

This grouping should hardly be read as firm in this plan. The categories are borrowed from the way in which the University of Chicago has grouped its graduate departments. Other groupings are certainly possible.

4. If possible, the course description should identify it as suitable for first year, second year, etc. students.

5. The sixteen categories formed by the four areas of knowledge and the four year levels (e.g. Social Sciences, 3rd year) are to be understood as rough guides to the student, and not binding with respect to his choice of courses.

6. The course description should clearly indicate such proficiencies as may be required for taking the course; and the means that the professor deems suitable for determining these proficiencies. The professor may require the passing of an examination, to be administered prior to the beginning of the course, specific course preparation, or an interview.

7. The student may take any course that he can qualify for as in 6, above. Normally, one would expect that a student in his first or second year would take four courses in distribution among the four categories in recognition of the need for breadth; and in his third or fourth year, to make selections more

narrowly, seeking greater depth, and courses more integrated with each other. (Half year or one-third year courses are completely feasible under this plan.) Nonetheless, it would be contrary to the idea of the plan to make any specific distribution compulsory. There may well be instances in which such a distribution should not be imposed, as, for example, in the case of the extremely able and well prepared student whose education has already carried him beyond the breadth that an ordinary "distribution-requirement" curriculum might have provided him with. Appropriate advisory services to help the student in both assessing his own characteristics and in selecting courses might be developed as circumstances indicate.

8. Upon attainment of satisfactory completion of fourteen courses a Bachelor of Arts degree will be awarded.

9. The actual conduct of a course may be quite conventional; or as unconventional as may appear appropriate. Thus, a professor may hold classes in a conventional two to five scheduled hours a week, or otherwise as indicated by the subject matter and characteristics of the students involved.

10. The professor shall hold at least three individual tutorial hours with the student in which the following functions will be served:

a. In the first prescribed tutorial hour, the professor and the student shall agree to the student's assignment for the course. This assignment shall deal with attendance at lectures (which may include lectures by other professors), readings, writings, such other things as they may mutually agree upon, and a schedule for completing the assignment. The professor may, if he so chooses, require some exercises and a minimum reading schedule necessary for effective work in the course for all the students in it; and, of course, vary it in accordance with the preparation and aims of the student. One would think, for example, that in basic language and mathematics courses the nature of the assignment would be largely determined by the professor. In courses in literature or philosophy one might expect greater exercise of the student's prerogative in designing the assignment. Similar assignments for several individuals in a course may be worked out, to form subgroups in the course. What is often called a "reading course" can readily be worked in under the proposed structure simply by designing the assignment appropriately. The assignment thus agreed upon shall be in writing.

b. In the second prescribed tutorial hour the professor shall determine whether the assignment has been satisfactorily completed. If he judges that the student has satisfactorily completed the assignment, he shall make an attestation to that effect for the student's permanent record. Should he judge that the assignment has not been satisfactorily completed there shall be no entry in the student's permanent record.

11. For each course (or part-course) thus satisfactorily completed there shall be a permanent record for the student containing the following:

- The title and description of the course.
- A title on the professor.
- The agreed upon assignment.
- A statement of attestation of satisfactory completion of that assignment by that professor. This need be nothing more than a formal statement such as: "In my opinion John Doe has satisfactorily completed the assignment described above."

The plan does not preclude the use of examinations as a teaching aid; nor does it preclude the professor's use of examination to help him to decide whether to make an attestation of satisfactory performance. Indeed, the passing of an examination might be written into the assignment. However, this permanent record shall contain no letter or numerical grades, or any form of evaluation or assessment of level of performance as in a conventional permanent record. It should not be confused with Pass-Fail grading system. If the student has not satisfactorily completed the assignment there would simply be no entry in the permanent record.

IMPROVING THE QUALITY

It would be hoped that one of the important benefits of putting the plan into effect would be the improvement of instruction through the encouragement of teachers to teach that which they are competent to teach and that which they are interested in. A major factor responsible for the poor teaching that goes on at colleges and universities is that teachers are often forced to teach what they are not prepared to teach or what they are not interested in. Most of the time the planning of curricula is not done by the identical personnel who teach those curricula. At any rate, curricula are commonly collectively planned, while the teaching is done by individuals. In the plan which has been outlined the person who is to teach is the person who determines what he is to teach.

The common rhetoric these days in finding a professor for a course starts with the need for someone to teach a course that is "on the books." The existence of courses on the books, especially if they are required, is one of the most frequently used arguments by department chairmen for justifying new appointments. Having received the budgetary allotment for such a new appointment, the chairman must then find someone to teach that course, and not necessarily one that the new appointee may be more qualified to teach. The new appointee, filled with a sense that teaching that particular course is "the job", does what he can in all honesty and integrity. Often he feels inadequate to it and less than fully interested in it. The result is that he presents an image to the students, no matter how good an actor he is or how conscientious he may be, of at least relative incompetence in the subject matter and relative lack of interest in it. The cynicism that can arise in both professors and students under these circumstances is unfortunately part of the general experience of many.

The situation is particularly acute in connection with younger teachers. A person who has recently acquired a Ph.D. is characteristically one who has recently devoted himself to the intense investigation of some limited area of knowledge. His first teaching position generally involves teaching the general field as an introductory course in the subject. The necessity for teaching the whole field makes him, at best, somewhat more competent than many of his students, and often, less competent than some of his better students; since all that may divide student from teacher is mastery of a single text-book. Needless to say, his inadequacy with respect to the subject matter, combined with the usual insecurity that a young teacher may feel in his authority, hardly work to make the educational experience of the student a good one. The teacher himself, in turn, learns to seek progress in his own academic career by avoiding teaching as much as circumstances allow.

I believe that the almost universal desire to have lower teaching "loads" is associated with a general sense of the tastelessness of the teaching enterprise because of poor initial experiences. It has led in a great many places to turning the bulk of the teaching enterprise over to persons who are relatively

professionally immature. This, in turn, of course, leads to a new generation of persons who would again leave the teaching enterprise as soon as possible, again turning it over to the junior people, perpetuating a vicious system. (I have often suspected that even the "publish or perish" mentality in academia is supported by the simple fact that persons who make judgments on others are so often persons who themselves have been traumatized in their teaching experiences and who thus find criteria other than teaching more commendable than a balanced view would suggest.)

Under the plan proposed here the professor will teach what he is competent to teach; or at any rate what he would adventure to learn himself. One would hope that a good deal of the cynicism associated with education might thus be replaced with interest and even passion with respect to the subject matter.

The "large course" has emerged in recent years as a popular form of organization. It is often a required course for large numbers of freshmen or sophomores. Typically, in such a "large course" the several hundred, or even thousands, of students gather in a large auditorium for what is usually a weekly lecture. Then they meet in smaller groups or sections with an individual instructor. Mostly the readings for the course are standard across all of the sections; and mostly there is a common examination for the course. This particular system has been associated with some of the worst features of modern higher education: incompetence on the part of the instructors in the particular material, chopped up and unintegrated sets of readings, ambiguity with respect to both student and teacher responsibility, unreasonable grading procedures, and great frustration on the part of both students and faculty.

The "large course" is often justified as an expression of "team teaching" or an "inter-disciplinary" approach. Certainly the idea of team teaching, especially in the modern intellectual world where ideally we might be seeking interdisciplinary approaches to our various problems, is attractive. Under the plan which has been outlined it would be possible and desirable for several professors to work out a plan for the handling of a number of students equal to the sum of their individual registration responsibilities. But this should be based completely on voluntary commitment of these professors emerging out of some happy confluence of interests, rather than on the basis of structural demand; and it should exist only as long as it furthers a better educational experience for the students and faculty involved.

It would be hoped that the plan would work toward overcoming the felt incompatibility between teaching and research, that is so much the experience of many college professors. For whereas the direction of the professor's research follows the inner logic of the problem that he is working on, the direction of his teaching is often based on shabby educational considerations in which he may even have had no part of the decision. A critic might say that the plan would encourage a professor to proceed quite antistatically in his teaching enterprise, without any consideration of the needs of students. The fact of the matter is that there already exists a good deal of antistatic teaching and that conventional planned curricula provide no guarantees against that. Indeed, the consequence of the plan would be to make it easier for the student to identify such antistatic teaching than in conventional plans. One would also think that if the professor has any educational conscience at all he would attempt to present the things that he is interested in in ways cognizant of the needs and interests of students. It has been said that the ideal scholar or research worker is one who, having done his work, is filled with the desire to tell someone about it; the latter being what publication should be. It would be hoped that under this plan, some of that need on the part of scholars and research workers might be satisfied by the eager young people sitting in the classrooms.

academic aims

The modern academy characteristically has two noble yet in some respects contradictory, aims. On the one hand, it is the aim of the academy to provide an environment in which the scholarly and research enterprises are free from pressures from the larger society. One does not want the scholarly and the research enterprise determined by political considerations, or by the interests of those who might proffer money to the academy. On the other hand, it is the aim of the academy to be relevant to the larger social order of which it is a part. The greatness of the modern academy is in part due to the very coexistence of these aims, and even the tension between them.

I would not, in this presentation, pretend that I can give any ultimate solution to this paradox of aims that the modern academy must live with. Yet the plan bears on the

THE COST OF THE PLAN

At first glance it may appear that such highly individualized instruction as the plan conceives of would be very expensive. In order to show its financial feasibility consider a hypothetical college with 1000 students, with,

say, 600 students in the freshman and sophomore years, and 400 in the junior and senior years. As the table below shows this would entail a minimum number of tutorial hours of 10,800, and 3600 registrations.

No. of Students	Courses per Student	Minimum tutorial hours per course	Tutorial Hours	Registrations
600	4	3	7200	2400
400	3	3	3600	1200
			10,800	3,600

With a faculty of 60, this would amount to 180 tutorial hours for each professor (10,800/60 = 180).

The number of registrations per faculty member would be 60.

Number of courses taught	Number of students in course	Class Time	Tutorial Time	Total Contact Time
1	60	90	180	270
2	30, 30	180	180	360
3	20, 20, 20	270	180	450

The table is hardly to suggest that educational time be subjected to a cost-accounting approach. Yet it reveals that in this plan contact hour time is less than generally current demands on professorial time. For in this very onerous college, with an extremely high student-teacher ratio (almost 17 to 1) and a 30 week teaching year, minimum contact time has an outside limit of 15 contact hours per week (450/30=15). So onerous a teaching load existed during the worst years of the depression among academic institutions. Thus, the plan would certainly be financially feasible for any academic institution in which the student-teacher ratio is already less than 17: I should stress that I am hardly advocating such a large ratio. I have chosen this hypothetical example as an extreme to show that it would be feasible even in colleges which already have heavily overworked faculties.

Although the plan as outlined calls for a minimum

of three tutorial hours, this should not be taken to indicate that three is anything but a minimum. One would hope that an educational enterprise such as that which has been outlined, in which a critical feature is that it shall be fueled by interest of faculty and students, would entail voluntary association in connection with the educational enterprise. And certainly we could presume that the smaller the student-teacher ratio would be, the more excellent would the educational experience tend to be and the greater the degree of such voluntary association.

If, in this hypothetical college, each professor were to teach only one course, there would be 60 courses from which the students could choose. With 60 professors each teaching one course only, there would be an average of almost 4 courses in each of the sixteen area-year categories. Even in such a small college there would be reasonable diversity. The larger the school the greater would be the possibilities.

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paradox - at least in part. The pursuit of the two aims simultaneously, that the one should not reduce the other, requires that the modern academy should never engage in secret research for any particular agency outside of the academy. The responsibility of the academy is to make such knowledge or understanding that it may have freely available to the world. The plan hopefully would work in these directions, by encouraging the professor, as he walks out of his study or laboratory to his classroom, to share the thoughts that he is at the time most deeply involved in, with his students, by a curricular plan that completely legitimizes it.

impersonality

The plan meets one of the most frequently arising modern criticisms of education, the debasement of education through impersonality. The plan provided that no matter how large the college or the university shall grow, the integrity of the fundamental unit, the relationship between a student and the professor, shall be protected. Those who would excuse the occurrence of this growing impersonality argue that the large numbers of students make it necessary. In the example which was cited above, I used a hypothetical college of 1000 students with 60 faculty giving a ratio of almost 17 to 1. Such a ratio is in fact characteristic only of the poorest of colleges. At some of the wealthier academies the ratio is often less than 10:1. Yet, even at some of the great universities, where the ratio is low, the problems of lack of contact between professor and student, of impersonality in the educational enterprise, of poor teaching, are still acute. The most competent people are characteristically unavailable to the students on a personal basis. Mostly, very junior people might be available, but often in contexts of material which they are not quite competent to teach. The required minimal three hours to tutorial time of the plan at least guarantees that the professor gets to know the student personally in the educational context. In one major university that I know, a common complaint of undergraduates when they reach the senior year and wish to go on to graduate school is that there is no one who knows them well enough to be able to write a letter of recommendation on their behalf to graduate schools.

self-teaching

The plan should work to encourage the student to teach himself. In the modern world the hope would be that education is a process that continues throughout the life of the individual. In this plan, even though the student would get more personal attention in the tutorial hours, the design and conduct of the educational program moves on to the shoulders of the students as rapidly as he can assume it. One of the main defects of conventional education is that the student learns to take his educational assignments almost exclusively from others. Ironically, it is too often the case that the "good" student is the one who least tries to guide his own education.

The plan allows for great flexibility in fashioning a program of studies. The student can, if he so wishes, pace his education so that it could be either less than or greater than the ordinary four years. A student who wishes to accelerate can program his time and assignments so as to use the whole calendar rather than the shorter academic calendar to fulfill the assignments. The student who wishes to extend the period to five or six years or longer may readily do so. It would be completely feasible for a student to integrate work and money earning into his academic program. For example, a student who intends to be a chemist, say, might, possibly with the help and guidance of his chemistry professor, take a position in a laboratory at some level suitable to his ability in such a way that work in that laboratory constitutes a partial fulfillment of an assignment in a chemistry course. Or, a student interested in learning a foreign language may arrange for time and work in a foreign country as a partial fulfillment of the assignment in the course. Indeed, under the plan, a professor of French might himself, say, give a course in French literature in Paris to his students for some period of time. Such a period in Paris might be worked in such a way that the student could still fulfill assignments in other courses simultaneously. The student who wishes to travel might try to integrate other courses, in which travel might be appropriate, such as political science, anthropology, archaeology, history, geography. Thus, for example, a student might be well advised, if he wishes it, to study, say French literature (presuming he already knows French), European History, and perhaps Urban Sociology (with some project in Paris, say) simultaneously. Needless to say, a student who has some difficulty in financing his education can simply extend it to a rate at which he can af-

ford to pay for it.

INTEGRATION OF EDUCATION regulating curricula

One of the seeming objections that may be levelled against the plan which is being proposed is that it fails to provide the student with a coordinated educational experience. The old idea of a college curriculum presumed that there was a designable body of knowledge associated with our civilization which could somehow be encompassed, even if very sketchily, in a four year period for reasonably intelligent young people. However, the situation has changed. The world of relevant knowledge has become so vast, the knowledge explosion has become so great, that the most valuable form of education is that which develops in the students as Richard M. Jones has put it, "the intellectual and emotional wherewithal for gaining access to new knowledge." Dean M. Laux has argued that the main role of the teacher in

Jones, Richard M. (ed.) *Contemporary Educational Psychology*. New York: Harper & Row, 1967, p. 187.

the decades to come is to be a resource, and he argues for this as follows. The prime reason, he says, for

...this idea is epistemological: It is slowly dawning on us that we have proceeded well along the rising parabola of knowledge, to a point where the accumulation of 'facts' in certain fields--the sciences, mathematics, and history--and the shortened 'life' of these 'facts' before obsolescence, is posing monstrous problems of assimilation by students. A recent article in *The New York Times* cited the need for retraining engineers every fourth year. Educational Testing Service associates have stated that children now in eighth grade will take College Board mathematics examinations vastly different from those administered to present-day juniors and seniors. The Manpower Training Commission has observed that some 70 per cent of jobs to be filled by the present school population do not now exist.*

*Laux, Dean M. A new role for teachers. In Jones, op. cit., 188-195, p. 192.

The idea of an organized relatively complete curriculum informed by a vision of the presumptive organization of the knowledge possessed by mankind must fall simply because it is unrealistic.

co-ordination of courses

Let us consider the argument that there should be coordination of the educational offerings simply on pedagogical grounds. Here we are presented with two principal reasons as to why the relationships among courses that a student takes should be planned and integrated. The first is that there are some things which simply cannot be learned without first reaching certain levels of proficiency. For example, a course in French literature would be inappropriate for students who have not already learned to read French sufficiently well to read that literature; or, a student cannot learn calculus until he has reached a certain level of competence in algebra. This particular need for integration has been met in the plan by giving the professor the prerogative of specifying admission requirements for the course, including an examination.

The second reason that validates curriculum planning is the desirability of having diversity; that a student should not go through college without some vision of the breadth of man's intellectual probings. The plan which has been outlined certainly would tend to achieve diversity. One can be quite sure that if each faculty member is allowed and encouraged to teach that which he is genuinely interested in, diversity of offerings will follow. In addition, the plan has also added an encouragement to the student to do some sampling from each of the major subareas of knowledge. One would hope that under the plan the student would feel foolish should he allow himself to graduate without, say, some broad exposure to the humanities and the sciences. There certainly might be some few cases of students who would wish to take no courses except those they deemed directly equipping them for a career, say, in chemistry. Even such as those, however, might be persuaded that they would be better equipped for executive positions with some knowledge of sociology and political science, more attractive candidates as trustees of cultural institutions with some knowledge of the humanities, better able to deal with the chemistry of drugs with some knowledge of biology, and more likely to be effective in communication with courses in English and foreign languages.

Aside from these two reasons for the deliberate regulation of curricula there lurks a third, more energetic but less noble. This is the personal presumption on the part of many academics that they know what a student should know. Unfortunately few really know what one should know. What in point of fact happens is that professors come to feel that what they happen to know (or aspire to know, and don't in which case they become all the more adamant) is what a student ought to know. The corruption to which this presumption leads is that curricular planning becomes political struggle among disciplines for "representation." This is particularly likely when matters of budget are associated with the outcomes of these political struggles. The struggles of committees, which consume great amounts of time (and hence great portions of the educational budget), are too often based more on academic political considerations than on the educational needs of the students.

The programs which emerge out of these political struggles among professors for a place in the sun of the curriculum, as it were, for their particular disciplines characteristically fail to provide the very integration which might justify the effort in the first place. The programs tend to be political treaties and compromises rather than integrations. Sometimes they result in educational experiences which are disastrously chopped up, which lack any intrinsic integration, which provide the student with a kaleidoscopic vision of the knowledge enterprise, and which deprive him of the opportunity of getting interested in anything. Too often the situation justifies a remark once made to me by a student, "The art of being a good student is in not letting yourself get too interested in anything."

In contrast, for example, under the plan a student who intends to go into the ministry might make a meaningful integration for himself by registering simultaneously in a course in *The Bible as Literature*, Ancient History, Hebrew, and perhaps *The Psychology of Adolescence*; combine with a summer on a Kibbutz in Israel to fulfill his assignment in Hebrew; rather than four courses agreed upon in a treaty among competing professors.

GRADES AND QUALITY elimination of grades

Perhaps the most radical feature of the plan is the elimination of any permanent record of relative performance such as grades or even pass/fail (which is a grading system of two categories). It is this feature of the plan which would appear to need the greatest defense in view of the central and critical place that grading has in virtually every college in the world.

reasons for grades

There are two reasons generally offered to legitimate the use of grades in a college program. The first is that the grading serves to enhance the quality of the educational experience. The second is that grades are essential advisory pieces of information in connection with future educational and vocational decisions. I will deal with these in turn.

1. improving quality of education

If grades are to be considered to be of value in enhancing the quality of education, then the examinations on which they are characteristically based should appropriately measure what they presume to measure. There are numerous criticisms which may be cited to show that such grades based on conventional examinations are actually very poor indices of the relevant traits in the students.

The work in the field of psychometrics in psychology over the last few decades has revealed quite unambiguously that the task of measuring any psychological function is fraught with difficulties. Unless a test is carefully designed and repeatedly tested itself on different groups, redesigned on the basis of such experience with the test, often many times, it is very likely to be both unreliable and invalid. Reliability of a test is reflected in consistency in score by different graders and by administration to the student, say, in different versions, and getting consistent scores. Validity of a test is the degree to which it measures the traits it is presumed to measure, instead of reflecting fortuitous characteristics.

The making of a good test of any trait thus requires the repeated administration of the test to different groups. But this can only be

done properly if the security of the test is guaranteed; if, to put it bluntly, the students have not seen the test questions beforehand. But in the case of an examination for a conventional course in a college, the test must be made afresh for the occasion, and thus necessarily must be of dubious reliability and validity. Professors who use the same test items over and over again, whereby the cumulative experience might make for greater reliability and validity in a certain "theoretical" sense, open themselves to having their tests finding honoured places in well-kept files in fraternity houses or the quarters of enterprising black-marketeers in old tests.

The awareness of the possibility of grades on examinations being contaminated by the relationship between the professor and the student is well known; and indeed, in some places there is the custom of making the identity of the student secret from the grader. How effective this latter strategy may be is an open question, but the prevalence of the strategy indicates the suspicion in which professors hold their grading practices.

To the best of my knowledge there exist no explicit and generally acceptable guide lines for the assignment of grades. The "curve" was developed some years ago by the psychologist Max Meyer as a way of making grades "objective." The "curve" provides for the assignment of grades in terms of relative performance of students, with a designated percentage getting A, another designated percentage getting B, etc. This atrocity, in minimal fairness, requires that there be a relatively large group of students all subjected to the same educational experiences and provided with the same educational opportunities. It systematically ignores variation from group to group. It assumes that the average of any one large group is identical to the average of any other large group. It assumes that the amount of variation among students in any large group is identical to the amount of variation among students in any other large group. It is systematically blind to the fact that the quality of instruction varies. Indeed, one of the major defects of virtually every grading system is the attribution of variation in quality of performance to the student only, ignoring other factors which may be associated with the performance.

The trend towards the increased use of "objective" examinations of the multiple-choice and true-false type has not abated. It has been the growing accompaniment of the use of large classes. Such examinations require an inordinately high degree of skill in their construction, for even moderately appropriate evaluation of students; and such skill is rare among college professors. The value of such tests as an educational experience is very doubtful; and they generate a vision of the use of knowledge which is quite inconsistent with many of the values that a liberal education should represent.

2. grades as "qualification for admission"

In the plan which has been outlined there is a formal place for examination as qualification for admission to a course. But this use of examination is so particular that it escapes many of the usual criticisms. As a qualification for a particular mathematics class the professor may want the student to know how to solve, say, a series of simultaneous equations, since that will be used in some further work; and the professor does not want to take the time of the course to teach that. Or a professor may want to feel free to allude to the content of some particular book, and may want to determine whether the student has mastered the content of that book in a manner sufficient for the purposes that he has at hand.

What effect does grading have on the very quality of the educational enterprise? Were a grading system reasonably reliable and valid it could give the student what psychologists have come to call "knowledge of results," information concerning learning efforts as a basis for improving them. The multiple choice examination can hardly do this. Grades on essay examinations, with their intrinsic unreliability, can hardly do this. If the professor were only the teacher and perhaps even a friendly critic, but not the judge, an examination of any kind might be the occasion for dialogue between them, and thus for the furtherance of the educational enterprise. But, when the professor is equally the judge, placing a grade on a permanent record, such dialogue between the student and the professor is cheapened and the advantage lost by the sensed possibility that they are merely haggling and bickering for ends quite outside the educational enterprise itself.

A grading system that is less than completely sound, which unfortunately is what they mostly are, tends to produce cynicism. Students are often brought to the cynical position of choosing "easy" courses; or they stu-

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dy what they "think will be on the exam." The student's awareness of the large part that chance plays makes him cynical of low grades and high ones as well. The cynicism is fed by the sense that the student has that the grade is assigned independent of the quality of the instruction. For every student is at least dimly aware of the possibility that he could have learned better with better instruction. Ideally, grades which compare one student with another might be meaningful if each student were to receive optimal instruction, which is rarely the case.

Examinations and grades have been defended as motivational devices, to motivate the student into greater effort and application, and hence higher levels of achievement. There is little question but that sometimes the pressure created by an anticipated examination has a positive effect in this manner. However, there is also good reason to believe that sometimes the effect of this pressure is in the opposite direction. As Cronbach has put it in his discussion of the possible negative effects of low grades in education, "The least painful way out of many difficulties is to stop trying." Grades, instead of producing positive motivation, may create instead hopelessness, apathy, and cynicism. The world is filled with people who carry permanent and unnecessary psychological scars from their youthful experiences with grades and whose effectiveness as adults was made less rather than more. Whether, in balance, the effect of grade pressure is to increase the level of achievement rather than decrease it is quite open to question.

*Cronbach, Lee J. *Educational Psychology*. p. 528. New York:

Conventional grading systems work against true cooperation among students in the educational enterprise. When a student is given a grade in comparison with his fellow students, each student who might be superior to him is his "enemy." The professor who is burdened with the task of giving each of his students a separate grade is loathe to make assignments which involve genuine teamwork. In view of the fact that so much of the work of the modern world cannot be done without teamwork, the state of mind created by the grading system may handicap a student from performing effectively in later years.

Grades play a role, I believe, in the great contemporary crisis that exists between students and professors. Grades have come to play an extremely important role in the last few decades in connection with admission to schools and admission to various career lines. With this growth of the significance of grades with respect to admission to educational opportunities, career, and even life or death in some cases as where grades were used for draft deferment, that which has played only a small role has taken on very great importance in the total educational enterprise. The degradation to which the grading system can come in contemporary contexts was made very clear to me at the time when grades were being used by the Selective Service Boards to determine which students should get educational deferments. I was witness to students deliberately failing examinations because, as one student told me, getting a good grade might actually mean that he was sending someone else to his death. The literal power of professor over student has become so large that there is a real question as to whether its very enormity does not now defeat its original purposes.

If one agrees to this it is reasonable to drop the whole grading enterprise. Grading has outgrown its usefulness for its major function, which was to serve the education of the student. With this new power, exercised by the professional rendering educational services to the students and more the instrument of other agencies. Gradually and even insidiously the professor has been changed from serving students into a kind of personnel officer for other agencies. Frequently, grades are given not only in terms of the actual learning and performance of the student academically, but is influenced by the professor's judgment of the "suitability" of the person for, say, a particular profession, sometimes based on ignoble motives that he or a professional group may have. Awareness of the way in which the increased judicial function, in this sense, of the college professor has come to interfere with his educational function has led, in some instances, to an effort towards the severe separation of the judicial function from the educational function as at the University of Chicago some years ago, in which a separate testing office was established. However, the experience of the last few years indicates rather strongly that the only way in which the educational function may be cleared of the corruption resulting from the exaggerated judicial functions is for the college to drop its judicial function in connection with the education of students. The modern student is often quite confused. He has come to regard his own freedom as

an inalienable right. He has come, perhaps in his idealism, to expect the university to be both an agent and a locus for the fullest exercise of freedom. Yet he often finds himself bound by meaningless and often arbitrarily and mindlessly assigned educational chores which he must fulfill. And much too often, instead of finding professors who allow themselves the freedom of thought that their position especially allows them, finds instead men bound by nameless insecurities and intimidations which are both self-created and mutually supported.

The clear awareness that the professor is no longer the student's "friend" anymore, that the professor is working as the agent of other interests than that of the student, combined with the increased necessity of winning the professor's good will in order to make career progress is, in my opinion, one of the major reasons for the rising bitterness of students the world over. When one person has such great power over another, the latter must have some recourse against incompetence and irresponsibility in the former's exercise of that power. If there is no such recourse available then at the very least the latter needs some assurance that the former is morally meticulous in his exercise of power. Recent events in the history of the world have too many times raised the question of such moral meticulousness on the part of professors and administrators. Some of the latter have frankly admitted their lack of moral meticulousness on the grounds that they are "facing reality"; and that students would be well advised to learn about the nature of that "reality." The students have seen the abuse of power by their professors in the up-grading of students who accept the professor's ideologies and opinions, or those who flatter the professor, and the down-grading of the inquiring student for his "insolence." In a world in which grades were less consequential, such abuses of the power associated with the giving of grades were not important enough to be much of an issue. However, today, the only way in which this wedge which has been driven between professors and students, which has grown so large, can be removed, is by the professors completely abrogating the judicial function.

grades and future success

Our considerations thus far would suggest that not only does grading not enhance the educational enterprise, but may in point of fact injure it. Let us now consider the second major reason for giving grades, that grades are valuable in indicating future performance. Fortunately, on this question there are some empirical data, showing the relationship between grades and subsequent performance. Upon reviewing forty-six studies on the relationship between college grades and adult achievement,--from business, teaching, engineering, medicine, scientific research, and other occupations,--one reviewer of these data summarizes them by saying that "present evidence strongly suggests that college grades bear little or no relationship to any measures of adult accomplishment."

*Hoyt, Donald P. The relationship between college grades and adult achievement. A review of the literature. ACT Research Reports, September, 1965, No. 7, Iowa City, Iowa: Research and Development Division, American College Testing Program.

One of the most comprehensive of these studies is that by a group at the University of Utah on the relationship between later performance of physicians and grades in medical school. It is worthwhile quoting directly from that study:

...our study clearly demonstrates that performance in formal education, as measured by grade-point averages, come out as a factor almost completely independent of all factors having to do with performance as a physician. This was true for all four groups investigated (Full time medical faculty members, rural general practitioners, urban general practitioners, and specialists). *

*Price, Philip B., Taylor, Calvin W., Richards, James W. and Jacobson, Tony L. Measurement of physician performance. *Journal of Medical Education*, 1964. 39, 20a-211, p. 208.

One of the most frequently mentioned arguments offered in defense of grades for college students is that grades are important for admission to graduate schools. Of considerable bearing in connection with the use of undergraduate grades in connection with selection for graduate work is a study by Ginzberg and Herma. They studied the later performance (the data were collected in 1961) of men and women who had pursued graduate study at Columbia University between 1944 and 1950. Using data on income, rank, responsibility, quality of employing institution and personal reputation they categorized each of the persons studied as being in one of three

levels of achievement, upper, intermediate, or lower. The results on the relationship between undergraduate performance of these people and their later levels of achievement are completely contrary to what conventional wisdom on this matter would suggest:

Those who had graduated with honors, had won medals for prizes, had been elected to Phi Beta kappa were somewhat more likely. Those who reported that they had been awarded a scholarship or other type of formal recognition for scholastic excellence and those who had been elected to an honorary academic fraternity or society were no more likely to be in the top achievement level than those who did not report any awards.... Those who had received no undergraduate honors or distinctions of any type were more likely to be in the top achievement level than those who had been singled out for recognition."

*Ginzberg, Eli and Herma, John L., et al., *Talent and Performance*. New York: Columbia University Press, 1964, pp. 101-102.

One might still raise the question of the need that the student has to offer something in an application to a graduate school or professional school. I suggest that the fourteen statements of courses, agreed upon assignments, and identifiable faculty members (by their vitae) constitute a better record than a conventional record of grades on the conventional transcript. A grade in "History 101, European Civilization" or the like, virtually informationless in telling about the nature of the educational experience it is supposed to represent; whereas, at the very least, on reading this detailed statement of the fourteen courses, one who wishes to make a decision, say, to admit a student to a graduate or professional school, would be much more informed. The fact that the assignments have been assignments that the student himself has agreed to provide a kind of information about interests and motivation that the conventional transcript rarely provides.

postscript on canadian education

My thinking in this paper has been precipitated by my recent exposure to Canadian education, both as I have newly encountered students in York University and as my children have encountered the primary and secondary schools in Toronto. Canada is a country in which there has been a good deal of new activity in connection with education, and in which a distinct trend toward the development of a mentality much more given to self-determination is in evidence. The latter is reflected very strongly in virtually every page of the recently published Ontario report called *Living and Learning*, which is commonly referred to as the Hall-Dennis Report.*

**Living and Learning: The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario*.

Under the rubric of "The Truth Shall Make You Free," a quotation from a man who was certainly one of the greatest teachers of all time, the authors of the report say the following:

The underlying aim of education is to further man's unending search for truth. Once he possesses the means to truth, all else is within his grasp. Wisdom and understanding, sensitivity, compassion, and responsibility, as well as intellectual honesty and personal integrity will be his guides in adolescence and his companions in maturity.

This is the message that must find its way into the minds and hearts of all Ontario children. This is the key to open all doors. It is the instrument which will break the shackles of ignorance, of doubt, and of frustration; that will take all who respond to its call out of their poverty, their stuns, and their despair; that will spur the talented to find heights of achievement and provide every child with the experience of success; that will give mobility to the cripple; that will illuminate the dark world of the blind and bring the deaf into communion with the hearing; that will carry solace to the disordered of mind; imagery to the slow of wit and peace to the emotionally disturbed; that will make all men brothers, equal in dignity if not in ability; and what will not tolerate disparity of race, colour, or creed.

This above all is our task; to seek and to find the structure, the organization, the curriculum, and the teachers to make this aim a reality in our schools and in our time.

We stand today in the dawn of our second century and assess the field of future education. Surrounded by the greatest array of learning paraphernalia we have ever seen, and immersed in new knowledge, we must not lose sight of the human needs that the new dawn brings. We are at once the heirs of the past and the stewards of the future, and while we take pride in our inheritance, we can ill afford to bury our talents in the soils of satisfaction. We have in our hands means of change for hu-

man betterment that few people of the world enjoy. We must find a way to their application that will germinate the seeds of a more fruitful way of life, not only for the people of Ontario but for all Canadians; and hopefully the harvest will make its contribution to all mankind.

Seen in this light, ours is no vision of education for a provincial priority or traditional pride, but for the good of all men. It is a vision of greatness and dignity for the individual through the exercise of public and private responsibility. At no time in our history have we had a better vantage point from which to view the role of Canadians in the affairs of man. Perhaps, too, no better opportunity has been offered to transcend the ordinary conditions of our free society and reach a new plateau of human commitment to the common good.*

*Abridged edition, n. 9.

The report outlines specific steps and recommendations for the fulfillment of the high ideals and aims expressed. There is evidence that the material of the Hall-Dennis Report is being taken to heart in educational circles and working to modify the total approach to education in Canada.

Another document which has caught my attention is the so-called Watkins Report.* The Watkins Report should be considered together with the Hall-Dennis Report. The Watkins Report does not deal with Canadian education directly, yet it bears on it. This report deals with the question of the foreign ownership of property in Canada. The report indicates that adequate information relevant to answering the question of the nature and extent of foreign ownership in Canada is not available. In discussing

*Watkins, Melville H. *Foreign ownership and the structure of Canadian industry*. January, 1968, Privy Council Office, Ottawa.

the lack of availability of information the report says that "one of the most insidious forms of monopoly power is the monopoly of knowledge" (p. 356). The sense emerges from this report that historically the people of Canada have not been adequately educated to protect their own interests, especially not adequately educated to be curious, and especially not educated to take the risk of appearing insolent in their curiosity. The report indicates that Canadian investors tend to invest in other places than Canada because of a widespread belief that "Canadian management is inferior with too many Canadian companies run by an aging group of established executives." (p. 278). The author of the report discusses the "high level of foreign control in Canada" and the location of the important decisions concerning Canada being made "outside of Canada." It is clear that he regards this as a situation that needs rectification. It is clear that the problem lies in an educational system which does not sufficiently encourage modern managerial necessities such as imagination, creativity, and curiosity. It is clear that the hope of Canada is in the creation of an educational system which will train more for leadership and less for mindless deference. It is clear that the Canadian schools must become places where students may exercise themselves in the uses of freedom. And all of this is needed for the health and welfare of the total Canadian community.

conclusion

Awareness of the contingency of national welfare on the education of its people is certainly not the monopoly of writers of government reports in Canada. Yet, given Canada's great riches in terms of natural resources, and its historical place of providing labor at the lower levels from its immediate population and its top leadership from other countries, particularly England and the United States, its particular condition in terms of time and place make it particularly sensitive to the need for education reform. Its immediate and crucial need is for an educational system which will create people who are capable of managing their own affairs. A recent school of thought under the leadership of Theodore W. Schultz* has been developing the

*Schultz, Theodore W. (ed.) *Investment in Human Beings*. Supplement to *Journal of Political Economy*, October, 1962. Cf. especially Schultz, T. W. *Reflections on investment in man*, pp. 1-

notion that one of the major loci for capital investment in the economy of the world of the next decades is in people, by increasing their education and their educability. The writers of the Hall-Dennis Report and the Watkins Report are aware of this. The plan which I have outlined has been informed by such considerations.

LINEs and WRINKLES

Wear You
Off My Mind

-for forest city joe

Sitting here in your room staring
trying to bring flat faded posters
to life, while you talk, asking me
Am I bored, tired, angry, hungry
and do I still love you?
Maybe you need words, but
I am switched off; my
mind a million miles away,
down a highway thru the jungle,
walking, talking to myself.

tam fiofori

-reprinted from Evergreen

Separate
Aesthetics

a new-died love
still sings through the touch
of you,

still sounds in me
sympathetic discords of regret,
still spins the broken, unresolved
lyric through my mind.

a transfixed remnant of nights
when we clung hard,
desperately to
warm, wet animals of passion which
we worshipped and smothered between
our breathless thighs.

our lives now: cold artistic controls
the empty pantomime; we exist
painting pictures of etched emotion,
playing people we can't believe
to the incurious world-- separate
aesthetics of disillusion.

steve alexander

Struckled to the sunset
We lay and watched
As waters cooled the sand on Dover Strait.
I turned, quiet in the dusk,
And sunlight skipped
From tinted glasses to her pallid flesh.
Smiles about the shoreline
We were to run joined
Yet trip to fall naked below the swells.
The night air dried the salt
And my back stung
Where she had carved our evening love
Bleached and Twisting
Our driftwood bodies
Had baked tenderly in the summer fireplace
But night lately stole
And our sun's warmth
Lay castrate from our sense of time.

mother f.

Women When They
Put Their Clothes
On in the Morning

BY RICHARD BRAUTIGAN

It's really a very beautiful exchange of
values when women put their clothes on
in the morning and she is brand-new and
you've never seen her put her clothes on
before.

You've been lovers and you've slept
together and there's nothing more you
can do about that, so it's time for her
to put her clothes on.

Maybe you've already had breakfast
and she's slipped her sweater on to cook
a nice bare-assed breakfast for you, pad-
ding in sweet flesh around the kitchen;
and you both discussed in length the
poetry of Rilke which she knew a great
deal about, surprising you.

But now it's time for her to put her
clothes on because you've both had so
much coffee that you can't drink any
more and it's time for her to go home
and it's time for her to go to work and
you want to stay there alone because
you've got some things to do around the
house and you're going outside together
for a nice walk and it's time for you to
go home and it's time for you to go to
work and she's got some things that she
wants to do around the house.

Or . . . maybe it's even love.
But anyway: It's time for her to put
her clothes on and it's so beautiful when
she does it. Her body slowly disappears
and comes out quite nicely all in clothes.
There's a virginal quality to it. She's got
her clothes on, and the beginning is over.

preserve your memories.
they're all that's left you...

Dutchman

Flying

The

Lost on the sea of your insane yearning
Buffeted by your doubts
The creaking hull that is your mind
Will yet never flounder.

Ports there are
Safe anchorage
For those who need rest
They can then put their fears
In piers and cables.

Not for you---
For you the pier is ritten.
The cable breaks

Go, set sail for nowhere
No, Ulysses you
Cursed spectre

Haunt the main....

w. fritz

Al Purdy here

On Friday, October 24, the English Department and literary society will
be sponsoring a visit from Al Purdy, a famous Canadian poet. Mr. Purdy,
a native of Ontario, has written seven or eight books - most notably
-- "North of Summer"; "The New Romans" and "Wild Grape Wine".
His work covers every aspect of Canadian life and world life as seen in
a Canadian context. Our visit with Mr. Purdy will be held in the Secreta-
ry's Lounge L-325 at 7:00 p.m.

CROSBY, STILLS and NASH

roy macgregor

It's like a still from a very per-
sonal movie. You've closed the
gate and as you pull your thirsty
boots up the last legs of the path
you look toward the farmhouse and
know you're welcome. Somehow
you've seen this all before.

The house is in need of deep
repair, the couch is tired and
festered with field mice but the
faces are familiar. They look
expectantly to your arrival and you
keep on coming. The chap on the
arm of the couch looks vaguely like
a Holly member, the fellow with
the guitar resembles the old leader
of the defunct Buffalo Springfield
and damned if that doesn't look
like an old Byrd beside him. It is
and it's Crosby, Stills and Nash.

They invite you in and you're glad
you came.

Steve Stills loves Judy Collins
and you can't blame him. Suite:
Judy Blue Eyes is for her and
the images are far more dynamic
and alive than any Elizabeth Bar-
rett Browning ever penned. It's
a great song in 3, 4, or 5 parts.
English profs would dismiss lines
like 'Lacy, lilying lady, losing love
lamenting' but to you it's real and

statesmen of Folk Rock, and you
know why when David Crosby lam-
ents of Guinevere. It's nice to
feel at home in a foreign house.
'Music From Big Pink' was the
album of 1968 and you can still
feel the repercussions. Perhaps
country and western was always
the true folklore of America and
now you've met Stills. Graham
Nash is an arranger's genius and
you realize this as he tells you
about his trip through Morocco on
the Marrakesh Express. Instrum-
ents, harmony and folk touch are
reminiscent of the Byrds, elder

only now has it become accept-
able. Anyway, it's here and C.S.
and N. have seen it's beauty. You
can't freak out with it but then
again it's nice to find a natural
high. Maybe we'll even see an
alcohol-revival. 'Crosby, Stills
and Nash' have given us this year's
album and we can only wait to
see where it takes us. Scott
Young's son Neil has joined them
of late and he brings even more
country-folk flavor to the group.
Al Kooper started the super-group
craze but the groups seldom last.
Let's hope this one does.

FOLK FESTIVAL

To Folk Song Enthusiasts:
Macdonald College of McGill Uni-
versity, in Ste. Anne de Bellevue,
Quebec will be holding its sixth
annual Folk Festival, November 14
and 15, 1969.

One entry per College or Uni-
versity is permitted. The entry
may be male or female, from
one to four students including acco-
mpanist, and attending the college
or university in the fall of 1969.

Each entry is asked to prepare two
numbers of a fifteen minute pro-
gramme including an introduction
of his own songs.

An entry fee of five dollars must
be sent with the application which
will be returned on arrival at Mac-
donald College.

If you wish further information
please contact:

Don Locke, Brittain Hall, Mac-
donald College, Quebec, Canada.



"Curse you, 'White Beagle!'"

SPORTS EDITORIAL OPEN LETTER TO THE FOOTBALL TEAM

Well, the comments from the football team have gone the complete cycle now. When we started the season we were asked by certain players to give lots of coverage because we had "One hell of a team" 51-0, then 29-7 came and LAMBDA covered both. It started here. It was mentioned that the line-men were the main weakness of the team, or so it appeared to me. I was then informed that I knew absolutely nothing about football and shouldn't be writing in "that shitty paper."

I admit that I editorialized in a news story-verbotten in journalistic circles- but I was hoping to improve the team through constructive criticism. I was not condemning the team - a fact I stated in the first article- but trying to boost the players to bigger and better things I was not trying to start a rift between student body and student newspaper.

It is unfortunate that the team cannot take light criticism, when the current "daily" roasted both quarterbacks at one time or another. Neither seemed too worried and they did improve on their next outings. So has the line improved. I said nothing that Coach Preston did not, in effect, say.

In consultation with Mr. Maurice Regimbal we decided that it was not the purpose of the paper, a student publication, to criticize varsity teams, as they do need our support.

Shortly after the morning meeting I was approached by someone, whom, I assume, was a member of the team and told that if I had nothing good to say about the team it would be better if I didn't say anything. After the second article the same sentiments were expressed to me. Thus in the last two issues there has been no mention of the losses to Windsor and Guelph. My goodness, it seems that this ignoring of the team has offended the players more than the articles did because I was asked just why nothing was written about the team.

So there you have it, or don't have it as the case may be. (By the way, the team lost to Guelph although the defense, and offensive line played well. The first quarter was the Vee's downfall as the backfield fumbled often and the Gryphons opened up a 20-0 lead.)

QUIP BY W.A.R.

It's been predicted that the football team should go a long way this year - the further away the better!

Vees' Basketball Schedule Summary

The Ontario Intercollegiate Athletic Association basketball league schedules have been finalized. The Laurentian V's will be playing 7 home games, 15 away games and 3 inter-conference tilts. Special tournaments will be played at Waterloo University November 28 and 29, Lake Superior State College December 5 and 6 and the Canadian Intercollegiate Athletic Union tournament March 13 and 14.

The Laurentian V's meet Lake Superior State College in their first home game November 15 at Laurentian.

Golfers Fourth in Tourney

by Noel Beach

Laurentian has a 'lesser' team that is really making a name for itself in intercollegiate play. Those four guys who chase little white balls over the lawns next door are currently the fourth-best intercollegiate ball-hitting foursome in the province.

They proved this by shutting down 13 other teams entered in the Ontario Intercollegiate Athletic Association Golf tourney. The Doon Valley Golf Course in Waterloo was the scene of the two-day Thanksgiving weekend event. Hosted by Lutheran (they have a good football team) and won by Lakehead (they have a good golf team), it was a hotly contested affair as golfers tried to outgross each other on the par 72 course.

Lakehead's two-day four-man score of 306, 290 for 596, 20 over par, was good enough for a secure first place finish. The individual winner, also from Lakehead, was Bob Arvelin who carded pars both days for 144.



Here we see three of four points scored against Carleton.

PHOTO: CRICK

Laurentian's foursome was led by George Coreno who came home with an 80 and a 78 for a total of 158. Birk Keaney carded 79 and 78 for 157. Don Bowsly, 80 and 82, finished with 162 and Bob Hreljac turned in a 163, made up of rounds of 80 and 83.

The team total of double 319's gave them 638.

Vees to play Canadian Nationals

On October 26, at the Sudbury Community Arena, the Canadian Nationals will play the Laurentian team.

This marks the second time that the two teams will have played. The Canucks won the first game with a 17 goal output. (The previous year the Russkies only managed 8). Laurentian scored 3 goals against the nationals and 4 against the 'World Champions'.

Laurentian is just as powerful, maybe more so this year on the forward lines, and coach Porter would have no trouble icing 4 good lines. The goaltending seems to be just about the same this year as last and there doesn't seem to be too much of a change in the coach.

Would KEITH WEAVER and ALEX SPECK please contact the LAMBDA sports department. We need your help.

However, the big change fans will notice this year is in the defence. It is rough and tough and no doubt will make the difference this year. The Vees will not be intimidated by the rough-housing given them in the corners last year by the Ottawa Nationals.

It seems a shame not to cheer for our Nationals, but the Vees are our team, and THIS IS OUR YEAR.

Sudbury, Ont. --- A scheduled hockey game between the Soo Canadians of the U.S. senior league and the Laurentian Voyageurs Sunday, October 12 was cancelled due to player difficulties with the Soo Canadians.

Laurentian Coach Jack Porter said the Soo Canadians usually start their training camps later in the year as their schedule is not active until November. Many of the Canadians are involved in other sports or at other training camps which resulted in the inability of the Canadians to raise a full team.

First start was October 19 when Cambrian College provided the competition in the beginning of a strong rivalry.

McKibbin Reinstated - Dewar Coach

Sudbury, Ont. --- There has been a change in the coaching staff in men's basketball at Laurentian University.

Dr. J. Dewar, Dean and Director of the School of Physical Education will take over coaching duties from John McKibbin who has enrolled as a student qualifying him as a player this year.

Dr. Dewar was formerly head basketball coach at the University of Calgary for five years prior to his appointment this year to Laurentian. During his career at the University of Calgary he was regarded as the most successful coach to hold that position there. Dr. Dewar received his doctorate in physical education in 1965 at Florida State College.

Early practices indicated a much improved calibre of play and that the Laurentian varsity basketball team will be strong contenders for the Canadian championship according to Dr. Dewar.

'We hope to play crowd-pleasing basketball by not sitting on the ball. With McKibbin in there the team will be considerably strengthened not to mention more height'.

John McKibbin, 29, is pleased with his reinstatement as a player after coaching Laurentian for the past three years. The six foot seven inch centre said he was looking forward to active play. McKibbin represented Canada as a player at the Olympic games of 1960 and 1964. He will continue coaching as an assistant to Dr. Dewar with special emphasis on centres and forwards coaching.

1969-70 O.I.A.A. Basketball Schedule

Saturday, Nov. 15	(H)	Lake Superior State at Laurentian
Saturday, Nov. 22	(H)	Brock at Laurentian
Sunday, Nov. 23	(H)	Brock at Laurentian
Friday, Nov. 28 & Saturday, Nov. 29	(A)	Waterloo University Tournament
Friday, Dec. 5 & Saturday, Dec. 6	(A)	Lake Superior State Tournament
Friday, Dec. 12	(A)	Laurentian at Waterloo Lutheran
Saturday, Dec. 13	(A)	Laurentian at York
Saturday, Jan. 10	(H)	Ryerson at Laurentian
Saturday, Jan. 17	(H)	Waterloo Lutheran at Laurentian
Friday, Jan. 23	(A)	Laurentian at Ryerson
Saturday, Jan. 24	(A)	Laurentian at Waterloo Lutheran
Saturday, Jan. 31	(H)	York at Laurentian
Feb. 6 & 7	(A)	Laurentian at Lakehead
Friday, Feb. 13	(A)	Laurentian at Brock
Saturday, Feb. 14	(A)	Laurentian at York
Saturday, Feb. 21	(H)	Ryerson at Laurentian
Feb. 28,		Play-off
March 13 & 14		C.I.A.U. Tournament

CLASSIFIED ADS
BRING RESULTS

FOR SALE

250 cc Jawa 1968. This bike is in beautiful shape, barely broken in (2000 mi.). Jawa is 'one of the most dependable bikes on the road'. Student must sell. Lambda 673-8613

Typing in own home. Reasonable prices. Contact 675-7381.

1964 VOLKSWAGEN

This car is in excellent condition all around and has many options. Radio, Gas Heater, Custom Seat Covers, Cocoa Mats, Wheel Cover and Engine Heater are included. The body has been completely reconditioned and repainted. The engine has been completely overhauled, as have all auxiliary systems. A Certificate of Mechanical Fitness will be provided. Full price only \$650.00. Please phone 674-2869 after 5 p.m., or any time on weekend.